

# THE UNIVERSITY OF MAINE AT **MACHIAS**



## **Self-Study Report**

**Prepared for**  
Maine Department of Education's  
Review Team

Cover painting by Greg Henderson

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## ***Introduction: Who we are and what we believe***

The University of Maine at Machias (UMM), the easternmost university in the United States, is a public baccalaureate institute that has provided quality education for students in the region for over one hundred years. UMM is one of the seven campuses of the University of Maine System, and is located in eastern Washington County on the coast of Downeast Maine. UMM offers academic programs attuned to our unique location to our approximately 810 students. The curriculum applies the traditional liberal arts to issues of environmental and community sustainability. In focusing on Environmental Liberal Arts, UMM explores central questions in the relationships between people and nature.

UMM offers Bachelor of Arts and Science degrees in twelve major programs as well as opportunities for self-designed, individualized programs<sup>1</sup>. Excellent academic programs in the liberal arts, environmental and behavioral sciences, teacher education, business, and ecotourism prepare graduates to succeed in their chosen fields, dedicate themselves to lifelong learning, and become responsible citizens. The baccalaureate programs are enhanced by a personal approach to education designed to incorporate the distinctive human and natural resources of Downeast Maine.

UMM began as Washington State Normal School for the sole purpose of educating teachers. Founded in 1909, classes began with 23 students and a model school. For the next 59 years it continued to educate teachers for Maine, and in 1968 the legislature voted to bring Washington State Teachers College under the auspices of the University of Maine System. Campus enrollment and facilities grew throughout the years to its present capacity.

In the years following legislative action, the University of Maine System instituted its first self-study. Locally, “regional and student needs were studied; priorities were established; existing resources were allocated; and the development of a series of programs was begun, taking advantage of the geographic location of the college in a rich and varied natural environment”.<sup>2</sup> UMM then became a multipurpose institution offering an array of majors. Self-

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<sup>1</sup> The 12 majors are B.A. in Biology; English, Creative Writing, and Book Arts; Interdisciplinary Fine Arts; Interdisciplinary Studies; Psychology & Community Studies; B.S. in Business & Entrepreneurial Studies; Elementary Education; Environmental Recreation & Tourism Management; Environmental Studies; Marine Biology; Secondary Education; and the Bachelor of College Studies degree.

<sup>2</sup> University of Maine at Machias Policy and Procedures Manual, (1994). p.9.

studies have been on-going since that time. Today UMM is committed to the accreditation process. UMM is NEASC accredited, the Environmental Recreation Program is National Recreation and Park Association accredited, and the Education Program is approved by the Maine Department of Education.

The university's core requirements, revised regularly to meet the changing needs of our institution, were recently (2011) aligned to our Environmental Liberal Arts (ELA) emphasis. At the heart of the ELA curriculum is a series of core seminars called, "The Maine Coastal Odyssey." Beginning in their first semester at UMM, students delve into interdisciplinary courses that provide a sense of place and purpose for their next four years. The faculty introduce students to this stunning coastal region and the unique communities and resources of Downeast Maine.

Our present university mission statement reflects our history and our commitment to our location.

Through our Environmental Liberal Arts core, distinctive baccalaureate programs, and student-centered community, the University of Maine at Machias creates enriching educational opportunities that prepare graduates for professional success and lifelong engagement with the world. UMM embodies an active community of diverse learners who share a commitment to exploration, leadership, collaboration, and interdisciplinary problem solving. Inspired by our unique coastal location, UMM's creative energy, applied research, and community engagement enhance the social, cultural, economic, and natural environments of the State of Maine. (UMM Mission Statement, September 2012).<sup>3</sup>

With five Class A rivers, a national wildlife refuge, two state parks, numerous lakes, ponds and streams surrounded by softwood forests, Washington County is one of the most beautiful areas in Maine with abundant natural resources. It is grand in size (2,563 square miles) and one of the most sparsely populated (12.8 people per square mile) and widely dispersed areas in Maine. With a population of approximately 32,856 people spread along U.S. Route 1 for 150 miles from Danforth in the north to Steuben in the southwest, most of the population is spread along its ragged coastline.

Due to the lack of new industries locating to the area, many young college-educated people leave the area to find employment. According to the *2010 Poverty in Maine* report, 20%

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<sup>3</sup> <http://machias.edu/mission>

of Washington County's population is living below the poverty level. Only 14% of residents have an associate degree or higher compared to 23% in Maine and 32% in New England.

These factors make the presence of UMM and its education programs vitally important to the local population. Washington County's population depends upon this institution to deliver educational, entrepreneurial, and environmental education via traditional and non-traditional media. UMM's distance education opportunities have grown especially in the online Psychology and Community Studies Program.

The Education Program was once considered a regional program serving primarily local Washington County schools and communities, but has now broadened to increasing population of statewide and out-of-state students. The program continues to have a mixture of traditional and non-traditional aged students, students majoring in elementary and secondary education, and those already holding baccalaureate degrees seeking certification in elementary, secondary and special education.

UMM currently offer candidates several approved undergraduate education programs that culminate in State of Maine Teacher Certification. Bachelor of Science degree students **major** in Elementary Education (K-8) or in Secondary Education (7-12), and for those majoring in physical and life science a **minor** in Secondary Education (7-12), and those Bachelor of Arts degree students majoring in English or Social Sciences may also minor in Secondary Education (7-12). Additionally, we have an approved Alternate Route to Certification program for post-baccalaureate students.

Presently, we are seeking approval for the following programs:

- A Bachelor of Science in Elementary Education (K-8)  
Concentrations in English Language Arts, Environmental Literacy (Life Sciences) and Community Engaged Learning (Social Studies)
- A Bachelor of Science in Secondary Education (7-12)  
Concentration or minor in Art, English, Life or Physical Science, Social Studies, or Mathematics
- A minor in Secondary Education (7-12)  
Major in Art, English, Life or Physical Science, or Social Science.

We also seek approval for our Alternative Route to Certification Programs:

- Elementary Education Teacher Certification (K-8)
- Secondary Education Teacher Certification (7-12) in Art, English, History, Life or Physical Science, Social Studies, or Mathematics.
- Special Education Teacher Certification (K-8 or 7-12)

Our Elementary Education major is interdisciplinary and prepares students with general and pedagogical content knowledge and knowledge of the learner and the learning process necessary to teach in single or multi-grade classrooms. Elementary Education students are required to declare a concentration of coursework in English Language Arts, Environmental Literacy, or Community Engaged Learning. These concentrations are designed to provide candidates with a deeper understanding in a preferred field, as well as showcase three of UMM's academic programs. Candidates complete general degree requirements, which include the Environmental Liberal Arts Core, professional education requirements, and their chosen concentration, for a total of 120+ credits.

We currently have 41 students enrolled in the BS in Elementary Education; 28 students enrolled in the BS in Secondary Education; and 20 students in the post-baccalaureate certification program. In addition, we have 15 students seeking certification in self-designed majors through Bachelors of College Studies program (BCS). Students from across the state are now able to take the core of courses required for Special Education certification at a distance. UMM currently has a Memorandum of Understanding with the University of Maine at Augusta (UMA) to support their Bachelor of Liberal Studies (BLS) students who are completing a minor in Special Education within that individualized BLS degree.

UMM's tradition of educating the region's teachers reflects a symbiotic relationship with the area schools; many of our alumni are mentoring our candidates. Therefore, using best practices in our approach to education has had lasting significance for K-12 schools and students in Washington County.

Our students are well aware of the importance of meeting standards in both their own efforts to seek Initial Teacher Certificate and to meet the needs of their future students. Alignment of the Common Core Standards with pedagogy and assessment practices in all content areas is but one way our students demonstrate knowledge and abilities essential to

successful beginning teaching. Education students contribute significantly not only to the university but also to the quality of life in our region and our state. After graduation, many UMM education students stay in Maine to live and work and enhance the future for our state.

UMM is also committed to public service. It plays a significant role in the region as a cultural center and a forum for the critical exchange of ideas. Faculty, staff, and students are resources for communities and agencies through partnerships and applied research projects serving regional business, industry, human services, and local schools. Education faculty have fostered close relationships with area schools. In addition to assisting with strategic planning efforts, our faculty have provided professional development to local educators on topics including bullying, early literacy and writing, differentiated instruction, instructional technology, and classroom management. Local educators often serve our program as technical advisors and guest speakers, providing our teacher education students with a realistic view of professional responsibilities.

UMM complements and collaborates with each of the other campuses in the University of Maine system to fulfill the needs of public higher education in our state. The University community participates in a dynamic planning process intended to improve academic programs and services, value and support diversity, and meet the challenges of an ever-changing environment. Our faculty in the Education Program, who play major roles in regional and national professional organizations, are committed to excellence in instruction, scholarship, and service.

As part of the campus-wide strategic plan, the Education Program created its own philosophy, mission statement, and Conceptual Framework. The Education Program's focus is teaching our students as they will teach. Our mission statement and Conceptual Framework reflect what we believe and is reflected in our coursework. Therefore, UMM Education Faculty and students are guided by the following documents:

## UMM Education Program Mission Statement

We believe that knowledge and understanding are socially constructed and knowledge is actively acquired. Teachers must first and always be learners. Neither knowledge nor quality of performance is static, and it is important that students not only acquire knowledge and skills but that they form “habits of mind” that ensure ongoing inquiry and reflection that can support a lifetime of artful teaching. Artful teachers, utilizing a constructivist approach, understand that good practice is based on sound educational theory and that as professionals, they must engage in on-going self-directed professional development. We want our students to be passionate about learning, and curious about things around them so that they can model that passion and curiosity for their students.

To this end, our teaching must be holistic, collaborative, learner-centered, and inquiry-based so that our students might teach in ways that they have been taught. Our classes must actively engage them and focus on *how* students learn as well as on *what* they learn. We must show them how to build and maintain learning communities. Our assignments must challenge them to synthesize information from multiple disciplines and various classes – and put it to use. Our objectives for their learning must include helping them form their own learning goals. Our assessments must invite and facilitate their self-assessments. And, our responses must help them to reflect further on what they’ve learned and direct them to further inquiry and learning. Their education programs must include a variety of experiences and an introduction to disciplines that will spark further interest. We are dedicated to teaching in ways that our students can emulate in their own teaching.



## UMM Education Program Guiding Principles

1. Integration of Theory and Content Knowledge. Pre-service teachers are encouraged to develop in-depth content area knowledge, to view their college education holistically, and to take advantage of the entire university curriculum to develop professional education skills and professional habits of mind. Education faculty work closely with liberal arts faculty, teach content courses in addition to professional education courses, and consciously strive to make regular connections between content and pedagogy. Theoretical content on teaching, learning, and student development is interwoven throughout the education coursework.
2. Integration of Practice and Field Experiences. Pre-service teachers work with mentor teachers in local schools to apply what they have learned are learning on campus through their program coursework. From their first year experience to the completion of student teaching, education students at UMM work closely with veteran teachers in K-12 schools. They are able to see first hand the results of using Best Practices in education.
3. Becoming Reflective Practitioners. Pre-service teachers are required to engage in regular self-assessment and reflection, develop their own distinct identities and professional teaching philosophies, and commit to on-going growth as teachers and learners. Education students must reflect on each teaching experience and each field experience, as well as on other course materials and assignments.
4. Assessment as a Tool that Guides Planning and Practice. The professional education courses expose candidates to a variety of assessment strategies, and pre-service teachers are in turn required to use these strategies throughout their lesson and unit planning. Assessments become a method for candidates to gather information about their students' achievement or behavior and then make decisions about future student learning.
5. Planning for Instruction. In the first course in the education program, students begin learning the importance of planning in the field of education. From lessons to units, to classroom management plans to literacy programs, candidates are given a variety of tasks to plan and then put into practice.
6. Meeting the State of Maine's Common Core Teaching Standards. Pre-service teachers are introduced to Maine's Common Core Teaching Standards (a combination of the Interstate Teacher Assessment and Support Consortium {InTASC} standards for teachers and the National Educational Technology Standards for Students {NETS.T}) early in their educational program. The pathways to be able to meet the standards are incorporated in each education course.
7. Preparing Teachers in a Rural Setting. The vast majority of the field experiences that UMM candidates have are in the schools of Washington County, Maine. These school systems also hire a large number of the graduates of the Education Program. Therefore, our program focuses on addressing the challenges and celebrating the rewards of teaching in a rural school system.

## UMM Education Program Conceptual Framework

The UMM Education Program Conceptual Framework is an amalgam of our Guiding Principles, our Theoretical Foundation, and our mission statement that marks the core of our pedagogical theory. Our Conceptual Framework drives decision-making at the program and course levels and the Course Standards Matrix ensures that the key theoretical elements spiral throughout our professional education courses.

The following Conceptual Framework reflects the pedagogical underpinnings of the present University of Maine at Machias Education Program. A graphic representation (Figure 1.1) is located below.

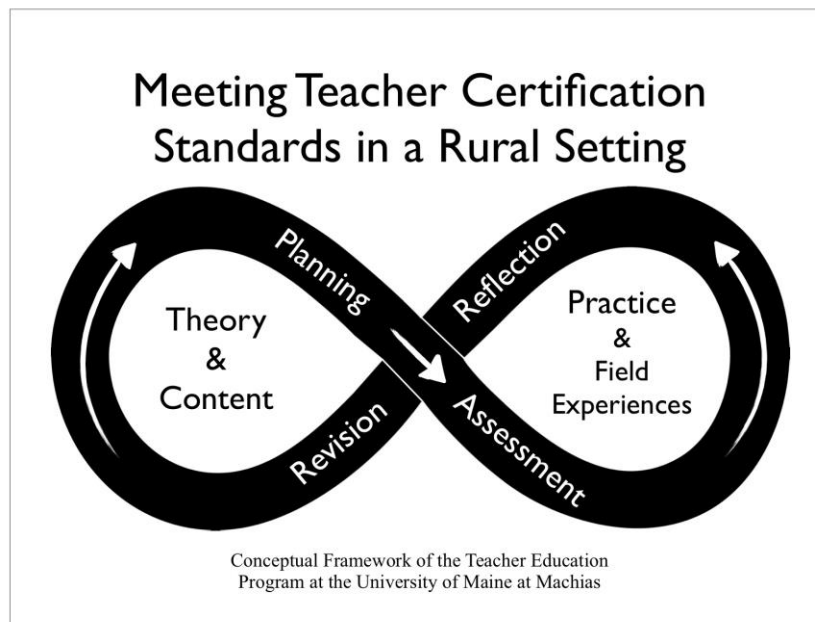


Fig. 1.1

### **1. Integration of Theory and Content Knowledge.**

*Pre-service teachers are encouraged to develop in-depth content area knowledge, to view their college education holistically, and to take advantage of the entire university curriculum to develop professional education skills and professional habits of mind. Education faculty work closely with liberal arts faculty, teach content courses in addition to professional education courses, and consciously strive to make regular connections between content and pedagogy. Theoretical content on teaching, learning, and student development is interwoven through out the education and special education course work.*

UMM's core curriculum is balanced with liberal arts courses to help education majors become holistic teachers with local and global perspectives. By engaging in broad studies offered in our core courses our students gain experience in the rich content of all disciplines. This enables our students to integrate their knowledge into their teaching to meet the needs of their future students. This broad knowledge base is developed through coursework in the following areas:

- I. Maine Coastal Odyssey
- II. Communication Skills
- III. Aesthetic Perspectives
- IV. Historical Perspectives
- V. Literary Perspectives
- VI. Global Perspectives
- VII. Social Science & the Environment
- VIII. Scientific Inquiry
- IX. Mathematical Literacy
- X. Writing Requirements
- XI. Service Requirement

## **2. Integration of Practice and Field Experiences.**

*Pre-service teachers work with mentor teachers in local schools to apply what they have and are learning on campus through their program coursework. From their first year experience to the completion of student teaching, education students at UMM work closely with veteran teachers in K-12 schools. They are able to see first hand the results of using Best Practices in education.*

Pre-service teachers critically examine traditional and latest pedagogical theories in professional education methods courses. They actively participate in real-world experiences in which they apply theoretical content knowledge during intensive practical application in a variety of sequenced clinical experiences. Reflection on experiences enables candidates to examine the validity and applicability of theories and practice. Additionally, all programs and many courses at UMM have internship or field components. This conscious trend provides education students with additional, hands-on, community based experiences.

### **3. Becoming Reflective Practitioners.**

*Pre-service teachers are required to engage in regular self-assessment and reflection, develop their own distinct identities and professional teaching philosophies, and commit to on-going growth as teachers and learners. Education students must reflect on each teaching experience and each field experience as well as on other course materials and assignments.*

It is important that candidates not only acquire knowledge and skills, but that they form habits that ensure ongoing inquiry and reflection that can support a lifetime of effective teaching. Artful teachers understand that good practice is based on sound educational theory and that as professionals, they must engage in on-going self-directed professional development.

In the first education course, EDU 112 “School & Community,” students are required to develop their emerging teaching philosophy. This document is then further developed throughout the program, as students become pre-service teachers. They reflect upon the changes they make to this document as they prepare the version they will use when they apply for teaching positions.

### **4. Assessment as a Tool that Guides Planning and Practice.**

*The professional education courses expose candidates to a variety of assessment strategies, and they are in turn required to use them throughout their lesson and unit planning. Assessments become a method for candidates to gather information about their students’ achievement or behavior and then make decisions about future student learning.*

Pre-service teachers are instructed on how to link assessments to curriculum standards and learning outcomes. This occurs in the foundation course, a curriculum design course, and then in each methods course. Additionally, professional education curriculum stresses the importance of providing timely feedback to their students and demonstrates how assessments also promote learner growth.

### **5. Planning for Instruction.**

*In the first course in the education program, students begin learning the importance of planning in the field of education. From lessons to units, to classroom management plans to literacy programs, candidates are given a variety of tasks to plan and then put into practice.*

By student teaching, candidates are able to plan by drawing upon knowledge from methods courses, state learning standards, interdisciplinary content, teaching methods, classroom experience, and the knowledge of their specific students' needs and interests. Additionally, candidates grow to understand that planning should be flexible, and that changes to their plans should be based on learner needs and different situations that might arise.

#### **6. Meeting Maine's Common Core Teaching Standards.**

*Pre-service teachers are introduced to Maine's Common Core Teaching Standards (a combination of the Interstate Teacher Assessment and Support Consortium {InTASC} standards for teachers and the National Educational Technology Standards for Students {NETS.T}) early in their educational program. The pathways to be able to meet the standards are incorporated in each education course.*

Every education methods course addresses the principles of performance-based education through examination of the Common Core standards and the Maine Learning Results (MLRs). Standards are addressed in unit plans and performance indicators are used in the daily lesson plans used to plan and evaluate student practicum experiences and student teaching. Utilization of Maine's curriculum standards seamlessly transitions candidates into meeting Maine's Common Core Teaching Standards. These standards are met by developing integrated curriculum projects, inquiry-based activities, assessment tools suitably linked to standards, and adaptive lessons accommodating the diversified needs of every student. Professional ethics and legal responsibilities are fostered and developed through active participation in professional development workshops, engagement in school activities, and conferences and pupil evaluation sessions. Pre-service teachers are required to include how they met the Teacher Certification standards in each lesson plan and unit plan. Additionally during their first methods course, they are introduced to the portfolio they will defend at the end of student teaching that provides evidence they have met all eleven standards

**7. Preparing Teachers in a Rural Setting.** *The vast majority of the field experiences that UMM candidates have are in the schools of Washington County, Maine. These school systems also hire a large number of the graduates of the Education Program. Therefore, our program focuses on the challenges, rewards, and diversity to teaching in a rural school system.*

Nationwide, schools rural settings have difficulty recruiting and retaining new teachers primarily because of the unique teaching conditions of rural schools. New teachers rural schools must be prepared for the conditions and aware of the nature of small schools in rural communities. Washington county teachers need to be prepared to teach two or more content areas or combined grade levels at the elementary level. They need access to these schools and to be knowledgeable of the resources that these schools need (more Special Education experience, instructional technology, and distance education opportunities). The UMM Education program has taken steps to insure graduates have access to these skills and resources.

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## **UNIT STANDARD ONE: Candidate Proficiencies**

*Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills and abilities necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.*

The Education Program of the University of Maine at Machias has focused on providing quality education and teacher preparation for our candidates. Course grades, cooperating teacher evaluations, and ePortfolio results show that all of our teacher candidates have met or exceeded all of Maine's Common Core Teaching Standards. Their preparedness is further supported by a 100% pass rate on the Praxis exams (see Title II Reporting 2012-13, 1.0).

### **Program Requirements**

Education Program requirements are detailed in the UMM Catalog 2012-2014 and the updated Education Program is in Catalog 2014-2016 (see UMM Catalog and Update, 1.1 and 1.2). These requirements are brought directly to students' attention through a specially designed informational program presented during fall orientation as well as in their adviser-advisee meetings each semester. An advising packet outlining the university and program requirements is given to each student, along with guided practice on how to navigate the documents in the packet. This packet informs the student of all requirements that must be met prior to acceptance into the professional coursework phase of the Education program. The list of required courses, together with degree audits on Mainstreet software, allows students and their advisers to track coursework and grades, as well as anticipate future course needs. The Maine's Common Core Teaching Standards are included in this packet (See Sample of Advising Packet, 1.3).

Students meet with their advisers prior to registration each semester to determine the best selection of future courses. At this time, only three advisers meet the needs of all of the undergraduate education and teacher certification students. Students who have a minor in education are assigned to advisers within the academic area of their major degree program; these students are encouraged, however, to also seek out an adviser within the education program who can assist in carefully planning the Education minor to meet teacher certification requirements.

Each semester, Education faculty also distribute an Education Program newsletter to further help pass along advising news. This newsletter alerts students to the upcoming semester schedule, as well as course and program changes or new faculty (See sample Newsletters, 1.4). The newsletter is distributed when students are preparing to register for the next semester, typically, in November and April.

### **Maine's Common Core Teaching Standards**

Maine's Common Core Teaching Standards (the combined InTASC & ISTE standards) and the accompanying performance indicators and dispositions offer both depth and clarity to the myriad of requirements within the teaching profession. To assist our candidates in processing the enormity of this document, we have developed a construct model for self, cooperating teacher, and university supervisor evaluations. Given the interdependent nature of the standards, this model helps students and cooperating teachers alike to build a practical and comprehensible schema around the eleven standards (See Student Teacher Handbook, 1.5). We introduce of the standards using the following sequential configuration that aligns with our student teaching assessment system:

Component A: Learner Development (Standards 1-3)

Component B: Content (Standards 4-5)

Component C: Instructional Practice (Standards 6-8)

Component D: Professional Responsibility (Standards 9-10)

Component E: Technology (Standard 11)

#### ***Component A: Learner Development (Standards 1-3)***

At UMM, we believe that knowledge and understanding are socially constructed and knowledge is actively acquired. We strive to teach our students as they will teach, and at UMM our students have a wide range of academic ability. In general, UMM strongly adheres to its Diversity and Pluralism Policies (See <http://machias.edu/diversity>, 1.6), and every full-time faculty member of the Education Program is also a member of the UMM Diversity Committee (See Sample Diversity Committee Minutes, 1.7), which gives program faculty a campus-level perspective on diversity. Several courses contain specific objectives designed to assist our

candidates in their challenge to meet the needs of all learners across the range of student abilities through differentiation (See Course Objectives, 1.8). Exceptional students who may be at-risk, gifted and talented, or have a physical or cognitive disability are considered in depth in SED 310: Dimensions of Exceptionality in the Classroom, SED 365: Differentiated Instructional Strategies, EDU 217: Working with Culturally Diverse Students, and EDU 338: Behavior Management (See Specific Syllabi, 1.9). These four courses also address students who live in poverty and students who come from ethnically diverse backgrounds. In the courses that include planning, students are required to consider how they will meet the needs of diverse students through by creating lesson and unit plans which specifically address methods and strategies for differentiation. Student Teaching ePortfolios demonstrate our candidates' understanding and capacity to reach an array of learning behaviors (See Sample ePortfolios, 1.10).

#### ***Component B: Content (Standards 4-5)***

UMM is committed to providing students with a wide range of professional tools and resources as they prepare to become teachers. The foundation for instructional practice can be found in our strong environmental liberal arts requirements and content area courses that help students develop an understanding of how we impact the environment and how the environment, in turn, impacts us. Therefore, a number of courses at UMM provide field-based experiences in the form of field trips, internships, and relationships with community partners (<http://machias.edu/umm-receives-2010-community-engagement-classification.html>, 1.11). Our students demonstrate knowledge of content by maintaining at least a 2.5 grade point average in their general education courses, and by demonstrating competency in writing, mathematics, and reading through successful completion of core courses and Praxis requirements. This strong backdrop of content area study drives instructional practices.

#### ***Component C: Instructional Practice (Standards 6-8)***

UMM's compliance with teaching standards is achieved through constant program evaluation and reflection upon course effectiveness. Course updates, changes, and additional structures have been included in many courses to assist students as they strive to meet all standards. UMM Education Faculty have developed a systematic method of including the

standards as course objectives and then to individual course assignments (See Individual Syllabi, 1.12; Standards per Course Matrix, 1.13).

The way that the standard is emphasized in each course and how students are assessed may be applied differently dependent on the course and the professor. For example, in EDU 334 and 339 Integrated Reading and Language Arts Methods (K-4) and (5-8) students write and administer a number of lesson plans. They are required to analyze and reflect on which standards they met and how they have met them for each lesson plan created and taught (See Sample Lesson Plan with standards, 1.14). Despite academic freedom, faculty who teach the methods and planning courses all use the same format for Unit and Lesson Plans to avoid confusion (See Unit Plan Format, 1.15 and Lesson Plan Formats, 1.16).

Like other programs at UMM, field placements and community-based experiences are an integral part of the Education Program. From the entry-level education course, EDU 112: School & Community, to the junior-level internships, candidates are able to spend 120+ hours in public school settings prior to student teaching (See See Field Placement Tables, 1.17; Individual Syllabi, 1.12). These valuable field experiences provide candidates with the environment to practice their craft in public schools.

In a specially designed sequence of courses, students learn the process of curriculum design, creating unit and lesson plans, and choosing appropriate curriculum materials to capture essential ideas and link them to students' interests and prior knowledge. By emphasizing inquiry-based learning across the content areas, requiring assessment to guide planning, and creating e-portfolios, we follow our mission and Conceptual Framework so that our course work emulates how we want our pre-service teachers to teach (See Course Sequence, 1.18; MCCT Standards Per Course Matrix, 1.13).

Candidates are held accountable for their performance with the same tools and in the same reflective manner that they will use to evaluate their students and inform their instruction. They are introduced to a broad range of assessment practices beginning with the foundational course EDU 112: School and Community. In EDU 352: Curriculum Design, Assessment & Evaluation, candidates continue to explore and design their own assessments. In their methods courses, students are asked to apply the Common Core curriculum as they create lesson and unit plans and match their assessments to these curriculum standards (See Unit Plan Format, 1.15; Lesson Plan Formats, 1.16; Methods Course Syllabi, 1.19). Additionally, elementary pre-service

teachers become familiar with, administer, and analyze results of popular assessment tools such as the Observation Survey, DIBELS, Developmental Reading Assessment (DRA), and Individual Reading Inventory (IRI) in order to inform their instruction. Pre-service teachers learn the importance, how to design, and instructional impact of rubrics in several methods courses and EDU 352: Curriculum Design, Assessment & Evaluation. They are also introduced to standardized tests of behavioral and cognitive development EDU 210: Educational Psychology and SED 310: Dimensions of Exceptionality in the Classroom (See Standard 2 below for more information on Assessment).

#### ***Component D: Professional Responsibility (Standards 9-10)***

Our program strives to develop teachers who understand that good practice is based on sound educational theory and that as professionals, they must engage in on-going self-directed professional development. Professional and ethical considerations are addressed in several key courses, from foundational to capstone experiences. Opportunities for conversations with local area policy makers, school administrators, and teachers are required in several of our courses as well as student teaching seminar (See EDU 112, EDU 490, SED 310 Syllabi, 1.20). Information sessions and training related to legislation and policy such as the Family Educational Rights and Privacy Act (FERPA) and Mandated Reporter laws are part of our foundational coursework, as well as Student Teaching seminars (See Student Teaching Seminar Agendas, 1.21). Additionally, Maine's Department of Education's Office of Special Services provides a "Listen & Learn" series that provides professional development and technical assistance for Special Education directors in the field. This program is part of the required assignments in SED 310 (See <http://www.maine.gov/doe/specialed/support/technical/listen/>, 1.22).

We encourage, and sometimes require, our candidates to participate in local and state professional organizations. Members of UMM's Student Education Association of Maine (SEAM) participate in MEA-sponsored workshops, conferences, and all professional workshops offered to the cooperating teacher while they student teach. Additionally, a requirement of EDU 334: Integrated Reading and Language Arts Methods I is for students to attend a literacy conference in Bangor (See SEAM artifacts, 1.23; Hanscom Peer Evaluation, 1.24, EDU 344 syllabus, 1.25).

UMM's Education Program courses are designed with the vision of learning as a collaborative enterprise and teaching as an artful act of reflection. The integration of knowledge from liberal arts and professional coursework, of theory and practice, together with our commitment to equip our students with a wide range of professional tools and resources, will empower them to develop professional skills and professional habits of the mind. These carefully crafted tools of the trade will enable our students to meet the State of Maine's Common Core Teaching Standards.

### ***Component E: Technology (Standard 11)***

Candidates are prepared for entry into an advanced and rapidly changing technological world. Many students arrive at the University with advanced technological skills, though many non-traditional students need support to meet the technological demands of Maine's technology initiatives. An elective, EDU 213: Teaching, Learning and Technology helps students who are lacking the necessary technology skills, and also provides them with the theoretical underpinnings of instructional technology.

All campus classrooms have been outfitted with network connectivity, as well as projection and audio capabilities. Dedicated instructor computers were not added to each classroom because of the amount of staff time that would be required to support them. Instead, the UMM IT Department implemented a laptop cohort plan in 2008 to provide a laptop computer and AV cables to each faculty member. Instructors bring their laptop to the classroom and connect to the room's AV system. The cohort plan replaces one-third of faculty laptops every year, so that each faculty member receives a new laptop every three years. Software used in public schools (e.g., Keynote & iMovie) are also purchased for these computers in order to help prepare pre-service teachers (See NEASC 2014 Self Study, Standard 8, 1.26).

In 2009, Education Program faculty collaborated with Geographic Information Systems faculty to obtain a grant for the purchase of 12 Macbook Pro computers. Exclusively, candidates use these laptops, and they are especially valuable in the teaching methods courses. Additionally, all students on campus have access to high-speed wireless Internet, smart classrooms, and multiple computer labs (Torrey 106, Torrey 113, and Powers Mac Lab). Additionally, six of the library computers are available for 24-hour usage via a card access-enabled door. Instructional technology methods and activities are infused into the program requirements.

Candidates are exposed to different types of instructional technology and concepts (e.g., math manipulatives, graphic organizers, presentation software, etc.), and are required to use them in instructional planning and teaching as well. For example, all students have experiences such as creating WebQuests, ePortfolios, electronic storybooks, Glogs, etc. primarily in their methods courses (See Samples of Pre-service use of Technology, 1.27 as well as Methods Course Syllabi, 1.19).

### **Recommendations from 2009 Review Team**

*“By the 2014 program review, each of the Maine Ten Initial Teaching Standards and assignments relevant to the implementation of learning results need to be clearly aligned to course objectives within relevant syllabi.”*

This recommendation was met by having each EDU faculty member identify which of Maine’s Common Core Teaching Standards (MCCTS) are specifically addressed in their courses. In some instances, like in EDU 112 and EDU 490, all 11 standards are addressed. Additionally, most of the faculty have aligned assignments to specific MCCTS. This has helped current junior and senior students more easily provide artifacts as evidence for their student teaching ePortfolios.

### **Current Standard One Goals**

1. We are continuing to further integrate the MCCT standards into each course. We are working on a spreadsheet to have MCCT standards and indicators matched to specific course assignments in an overall matrix.
2. To help ensure that candidates use a variety of evidence to continually evaluate their practice, we are planning on extending the use of videotaping teaching sessions. Student teachers are currently required to videotape themselves teaching at least twice during student teaching. Students are required to include a 3 to 5-minute segment of either video, with justification for its inclusion, as part of their ePortfolio and their portfolio defense. Additionally, one of the secondary methods classes also require lessons to be video taped (EDU 321). However, we are currently discussing the possibility of including this exercise with all of the methods classes of the two internships as well.



## **UNIT STANDARD TWO: Assessment System and Evaluation**

*The unit has an assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and on unit operations to evaluate and improve the unit and its programs.*

The Education Program at UMM has in place a comprehensive and integrated assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates; and on our operations to evaluate and improve our policies, our teaching, and our programs.

It is through a series of benchmarks that we assess our students, our program, and the greater institution to help ensure that students become effective practitioners.

Administrators and faculty are committed to assessment at two levels:

1. Assessment at the Education Program Level assures that appropriate content, pedagogy, and clinical experiences have assessments in place that reflect the requirements of this standard.
2. Assessment at the Individual Student Level assures students develop the necessary content knowledge, tools, and competencies of an entry-level teacher.

### **Assessment at the Education Program Level**

UMM is committed to formative assessment practices to ensure success for our candidates as well as the success of the Education Program. The comprehensive assessment system described above plays a dual role at UMM: it is designed to scaffold our students through their educational career, and serves as a feedback system to inform our instruction as a faculty and evaluate our program effectiveness.

These are the following assessment activities utilized by the program:

1. Cooperating Teacher Evaluations from field placements,
2. Student Teacher Portfolio Defense, and
3. Senior Student Program Evaluations.

(See Sample Assessment Reports, 2.1)

As mentioned in the previous section, several changes have been implemented due to these program assessments. With the three key instruments for program assessment, faculty members were able to identify several areas of concern. Performance of student teachers at their ePortfolio defenses demonstrated that the pre-service students needed more guidance with linking artifacts with teaching standard indicators as well as dispositions. The result was to include portfolio workshops in the student teaching seminars and have students add examples of meeting the indicators in their Lesson Plans during their method courses. Additionally, a lack of disposition assessment resulted in candidates conducting two self-assessments of their dispositions, one in their sophomore year and the other during student teaching. The first one includes a discussion with the faculty when there is a disconnect, and the second one is included in the mid-term evaluation during student teaching. This mid-term evaluation includes a meeting with the student teacher, cooperating teacher, and university supervisor for a detailed conversation on the student teacher's progress (See EDU 490 Seminar syllabus, 2.2; Lesson Plan Sample, 2.3; Disposition Self Assessment, 2.4; and Student Teaching Mid-term Evaluation, 2.5).

Through the Cooperating Teacher Evaluations, several cooperating teachers began reporting that some junior-level interns were not conducting themselves professionally. This identified another area of concern for the Program. Specifically, some of the candidates were not attending their meetings at the schools as scheduled. A Field Placement rubric was designed for each placement to help address this issue, Cooperating Teacher Evaluations were given more weight in the students' grades, and an all day Field placement was designed for our first foundation course (See Cooperating Teacher Evaluations, 2.6 and Field Placement Rubrics, 2.7).

At the end of each semester, after final grades are submitted, a student teacher's final activity is the Senior Student Program Evaluation. This has been a valuable assessment tool of the overall program for years. Students complete this evaluation after student teaching, and recently have been doing so electronically (See Student Program Evaluations, 2.8). As a result of data gathered from past interviews, we have incorporated several key changes. For example, the feedback continued to stress a need for more classroom management curriculum, prior to 2010 this type of training consisted of only a workshop during the Student Teaching Orientation. With the Alumni Advisory Committee, the faculty were able to design curriculum for classroom management that was tied to two semesters of methods classes in the form of two internships.

### ***Course and Peer Evaluation***

Evaluating program improvements is an ongoing process. Informal student midterm course evaluations and formal end-of-the-semester course evaluations inform faculty and administration regarding pedagogical effectiveness, appropriateness of objectives, and alignment of content and assessment (See Sample Midterm Course Evaluations, 2.9 and Student Course Evaluation Forms, 2.10). We believe that the reflective practitioner operates within a cycle of constant observation, evaluation, and revision. Revision of program protocols is ongoing to meet the changing needs of our students. The most common types of feedback we receive from students are over course materials and instructional strategies (See Sample Student Course Evaluations, 2.11).

Evaluation of faculty at UMM is multi-layered. The peer evaluation process requires non-tenured faculty to reflect on scholarship, professional development, and service to the campus and community. Analysis of formal and informal evaluations is an integral part of this process. Peer review formats vary within each division, though the purpose and outcome are similar. It is the scaffolding of peers that creates a unified institution and in the Professional Studies Division, that begins with a self assessment (See Sample Faculty Self Assessments, 2.12).

Campus Peer Review Committees submit a formative evaluation of performance to the faculty member; this evaluation is forwarded to the Division Chair, then on to the Vice President of Academic Affairs. The President of the University receives a letter of recommendation or non-recommendation; this is used to determine the status of continued employment. Accolades, concerns, and suggestions for improvement are voiced and acted upon. The faculty work together to support each other to bring the best possible program based on our collective skills, strengths, and interests (See Sample Peer Review, 2.13). For tenure-track faculty, this evaluation process culminates with an application for tenure (See Qualls Tenure Application, 2.14).

### ***Alumni Advisory Group***

UMM also collects data from graduates of the education program. We are a small and intimate institution and our data collection is often unfortunately informal. Students generally keep in touch with one faculty member or another and we are notified via emails, telephone calls, Facebook messages/postings of their first jobs, marriages, and children. Additionally, several group pages are managed on Facebook, including one for current students and recent graduates,

where information is also shared with them (See Education Facebook Page, 2.15). UMM is a vital partner in Washington County's educational infrastructure. Often, students originate from the Washington County area and become employed in local schools and even become mentors in the field. The Career Services at UMM does annual surveys for alumni status, so we do have some documentation (see Career Services Education Results, 2.16)

We periodically contact our Education Program alumni in the area, asking them to join us in conversation about their initial teaching positions, or more commonly, to make recommendations for program changes (See Alumni Advisory Committee Facebook Page, 2.17). In 2009, our Alumni Advisory Committee were instrumental in helping to develop our new Junior Year Internship and Classroom Management courses. The group met to help develop learning outcomes and expectations for the internship courses (See EDU 321 Advisory Learning Outcomes, 2.18).

We also seek alumni who are willing to help us interview students who seek admission to professional status, or to help us critique ePortfolios during the defense. We view these as opportunities to continue professional contact with graduates as well as to expose our students to their predecessors. In times of need, local area educators and administrators – many of whom are graduates of UMM - have taught courses for us or come to our classes to enhance our instruction with presentations on various topics such as differentiation, Reciprocal Teaching, or, most recently, Response to Intervention. Each year, our Student Education Association of Maine (SEAM) invites local educators to participate in a New Teacher Panel to discuss the realities of the role of beginning teacher. Additionally, each semester, usually one secondary and one elementary principal, assist our student teachers in preparation for the interview process by providing mock interview experiences and a discussion on hiring from a Principal's perspective (See Principal Interview Tips, 2.19).

### **Assessment at the Individual Student Level**

Assessment of the University of Maine at Machias teacher education candidates is a continuous and comprehensive process throughout the Education Program, beginning with our admissions standards and culminating in a ePortfolio defense. UMM's small size (810 students) and high faculty-to-student ratio (1:13) allows us to have a close connection with students throughout their educational careers. The Education Program is committed to and aligned with

Maine's Common Core Teaching Standards, which carries with it a more stringent tracking and support system than other programs on campus. The continuous and comprehensive assessment process of each individual student allows them to move into key stages of the program. The process begins when the individual student applies and is accepted into the University for matriculation into an education program.

### ***Admission Standards***

As an applicant for one of UMM's Bachelor of Science in Education programs, a student is expected to meet the same University admissions standards as other program applicants (See UMM Catalog pg. 5, Admission Requirements, 2.20). This, however, is where the similarities end. Though student acceptance letters stipulate that the student is awarded admission into the Elementary or Secondary Education Program, students still must meet additional standards throughout their educational careers to progress through the program. These will be discussed below.

### ***Advisor/Advisee Relationship***

The advisor/advisee relationship is one key to success at UMM. The relationship begins as soon as the student is accepted; students and advisors usually speak on the telephone or via e-mail prior to the student's arrival on campus. During new student orientation, students and faculty meet and enjoy outings or cultural events together (See CORE Orientation Schedule, 2.21).

Advising includes the introduction to and instruction on how to use the Elementary and Secondary Education Degree Advising Sheet in the advising packet (See Advising Packet, 2.22). The advising form and Degree Audit on MaineStreet (See MaineStreet Sample, 2.23) allow students to track their own progress through their educational career. During orientation, incoming students take an Accuplacer Test in reading, writing, and mathematics to determine if they are in need of remedial coursework or if they may follow the traditional path (See Accuplacer Flow Chart, 2.24).

The advisee/advisor relationship continues throughout the student's university career. Faculty send early and midterm warnings to the Academic Advising Coordinator (See Academic Warning Sample, 2.25), and then advisors receive Midterm Reports (2.26) on any advisees who

are deemed to be at risk of not succeeding in their course work. Athletic coaches also seek input from instructors regarding the progress of their athletes' academic performance. Advisees must confer with their advisors about their proposed course schedule prior to each semester. A PIN number tracks the year, semester, and courses in which each student is enrolled. This number changes on a semester basis and must be provided each semester by the faculty advisor to their advisees, thus ensuring oversight of students' program progression. These registration meetings provide regular opportunities for faculty and students to continue to develop an academic relationship.

### ***Early Experiences***

In EDU 112: School and Community, students are encouraged early in their university experience to work with mentor teachers in the field. Our foundation course is an introduction and overview to not only our program, but also to the history of schools in the United States, philosophies of education, as well as ethical and academic responsibilities of teachers. Candidates observe in a classroom through a newly developed perspective that is quite different from their own previous school experience. The first eight-hour field day allows students to observe and assist their mentor teacher in a full school day giving them new insight into a day in the life of a teacher (See EDU 112 Rubric, 2.27). This initial course heightens students' awareness of the realities of teaching. Early in their career path, students may realize that the teaching profession is not an appropriate route. These students are counseled into another major field of study, saving them both valuable time and tuition money spent on preparation in the wrong field.

UMM's Conceptual Framework is heavily based on Maine's Common Core Teaching Standards and reflects what we consider to be best practice. The Conceptual Framework is discussed first discussed in EDU 112 as well as the Maine's Common Core Teaching Standards. In order to familiarize students with the standards early in their educational career, they are currently infused into the curriculum prior to student teaching. We introduce of the standards using the following sequential configuration that aligns with our assessment system:

Component A: Learner Development (Standards 1-3)

Component B: Content (Standards 4-5)

Component C: Instructional Practice (Standards 6-8)

Component D: Professional Responsibility (Standards 9-10)

Component E: Technology (Standard 11)

### ***Professional Course Work***

For the first two years, the education student is encouraged to work diligently to gain in-depth knowledge of content and they focus primarily on fulfilling the coursework in the university core curriculum. They have additional practicum experience in subsequent early education courses (such as EDU 217: Working with Culturally Diverse Students). By the end of their sophomore year, students are on their way to successful admission to the Education Program.

When a student has successfully completed the successful completion of a selection of core courses, have a 2.5 grade point average, and have passed Praxis I; they are then considered prepared to enroll in the Professional Education sequence of courses course list (See Curriculum Guide, 2.28). At this time, students have already completed a self-assessment of their personal dispositions (See Disposition Self-assessment, 2.4). During their sophomore year, faculty members explain the disposition self-assessment process. If there is a discrepancy with the pre-service's self assessment and faculty's impressions and experiences, then a Disposition Meeting is held and an Action Plan is developed in conjunction with the pre-service teacher and faculty members (See Action Plan, 2.29).

During registration meetings, advisors and advisees also discuss the cumulative outcome and alignment with the Education Program as well as review their coursework and grades. A minimum grade point average (GPA) of 2.5 is required at several junctures of their college career; sophomore year demonstration of self-analysis of dispositions and a successful interview with faculty, and the passing of Praxis I allow admission into junior professional coursework (See Praxis Understanding, 2.30; Praxis Information, 2.31; and Syllabus Excerpt, 2.32).

If at this point the candidate is unable to meet the criteria to enter into the Professional Course Work phase of the program (e.g., unable to pass the Praxis exams, or has too low of a GPA, etc.), then the candidate meets with their advisor. They are counseled to reflect upon their options, which could be switching to another major. If they are still interested in a career in the field of education, they could switch to the Bachelor of College Studies program and finish with

a degree in Classroom Support and be qualified as an Education Technician III (See BCS Templates, 2.33).

The Professional Coursework phase of the program is dominated by the two internships and upper level methods courses. The major assessments during this phase would be planning, instruction, and assessment. Planning is an integral part of multiple courses and is not limited to Lesson and Unit Planning. For example, in EDU 337: Classroom Management, candidates are required to develop a Classroom Management Plan (See Sample Classroom Management Plan, 2.34). Candidates' ability to utilize a variety of instructional strategies is assessed through out the methods courses. This is done through a series of teaching role-plays and teaching experiences in their internships (See Sample Teaching Presentation Rubric, 2.35). Likewise, candidates ability to assess their students is determined through the internships in addition to EDU 352: Curriculum Design and Evaluation and Assessment. In each internship, cooperating Teachers also assess candidates' abilities in these instructional areas (See Internship I & II Placement Rubrics, 2.36).

### ***Student Teaching Assessments & Evaluations***

Laying the foundation for student teaching, Maine's Common Core Teaching Standards are infused in each course. For example, candidates are required to analyze and reflect on which standards they met and how they have met them for each lesson plan created and taught (See Sample Lesson Plan with standards, 2.37).

Additionally, area school administrators and cooperating teachers are introduced to the standards and principles in two ways, through the *Student Teaching Handbook* and at the Student Teaching Orientation which is an informational meeting held prior to each semester to acquaint cooperating teachers with the Maine's Common Core Teaching Standards, our assessment practices, and our expectations for our student teachers (See Agenda for Student Teaching Orientation, 2.38).

Our education faculty believes in the continued and consistent support of its students, therefore full-time faculty supervises student teachers whenever possible. Our formal evaluation system was modified in 2010 at the suggestion of our Alumni Advisory Committee (See Alumni Advisory Committee Recommendations, 2.39). This format received positive comments from our cooperating teachers. The format helped to scaffold both students and cooperating teachers in



building a schema for the many different standards, and for better understanding and delineation of performance indicators (See Sample Student Teacher Midterm 2.9).

Our student teachers routinely self-evaluate and are formally evaluated at midterm and at the end of their student teaching experience. The midterm evaluation is a collaborative venture between the student teacher, the cooperating teacher, and the university supervisor and is formative in nature. At the midterm evaluation meeting, major goals are designated for the remainder of the semester (See Action Plan Sample, 2.40). At the final evaluation, the same process is held, but goals are designed only if needed, and a grade for the experience is collaboratively determined between the Cooperating Teacher and University Supervisor (See Sample Final Evaluation, 2.41).

### **Program Revisions**

Since the 2009 Program Review, UMM's education degrees and certifications have undergone several changes. These changes are attributed to program assessments, outside forces, and faculty commitments to improving the program based on students' needs.

As discussed above, the key instruments for program assessment are student teaching portfolios, cooperating teacher evaluations, and senior student program evaluations. In analyzing these three instruments, several trends have emerged in the findings. We learned through the assessment of student teachers at their portfolio defenses that pre-service students needed more guidance with linking artifacts with teaching standard indicators and dispositions. Accordingly, Education faculty leading student teaching seminars have integrated portfolio workshops into the seminar schedule. Additionally, the alignment of standards and indicators with evidence and artifacts is emphasized much earlier in the the sequence of professional coursework, through the development of lessons plans in methods courses and self-assessment of professional dispositions during the sophomore year.

Qualitative data gleaned from Student Teacher Program Evaluations has led to the development of several courses over recent years. EDU 337: Classroom Management and EDU 338: Behavior Management were added to the Education Program five years ago based on student feedback. Elementary Education candidates also reported the need for additional support and content knowledge in mathematics and U.S. History. In response, we have added MAT 114

Exploring Mathematics for Teachers and HTY 112 American History for Elementary Teachers (See Program Evaluations, 2.42; HTY 112 Course Proposal and Syllabus, 2.43).

Another important piece of feedback received originated with cooperating teachers who supported our junior-level internships. Several cooperating teachers reported that some interns were not fulfilling their field placement schedules. In response, Education Faculty constructed the Field Placement Rubric in order to address this issue. Through the rubric, cooperating teachers and UMM teacher education students receive consistent evaluative methodology, and cooperating teacher evaluations were assigned a more substantial weight in calculating field placement grades. Another way the Education Program responded to qualitative feedback from students and cooperating teachers was the creation of an all day field placement at a local school, which is integrated into EDU 112: School and Community, the entry-level foundation course for the Education Program (See Teacher Evaluations, 2.44; and Field Placement Rubrics, 2.45).

A few outside initiatives have also impacted the education degrees and certification programs at UMM. One was a mandate in 2011 from the University of Maine System Board of Trustees that all campuses in the University of Maine System would have a 120-credit limit for their programs (See Division Minutes, 2.46). Our two major degrees had 136+ credits. The Education Program combined courses, spread some topics across a series of courses, and they worked with content area faculty to streamline the number of credits in the content concentrations. On March 12, 2012, members of the Education Program met with Harry Osgood, a representative of the Maine Department of Education, to review the changes (See Summary of 2012 Changes, 2.47).

Another outside influence that resulted in changes to UMM's Education Program resulted from an invitation to collaborate with the Washington County Superintendents' Association. At their 2012 annual Administrator's Round Table, the topic of collaboration at all levels of education included feedback for UMM. Local administrators wanted graduates of UMM's Education Program to have more experience and coursework in special education. As a result, an additional special education course, SED 365: Differentiated Instructional Strategies was added to the curriculum (See WCSA agenda, 2.48; Sample Program Minutes, 2.49).

### **Recommendations from 2009 Review Team**

- *“The Review Team encourages the unit to develop a systemic data collection and dissemination system for the teacher preparation programs. This was recommended during the 2004 Program Approval Visit; it has not yet been fully implemented.*
- *Program documentation needs to be strengthened. Although interviews revealed assessment strategies have been used, this was not made clear in the artifacts.”*

This recommendation was addressed by working with Vice President of Academic Affairs, Dr. Stuart Swain, to develop three key existing assessment tools to assess the Education program each year. The data collection started in 2012-2013 academic year and the first report was filed to Dr. Swain in November 2013. The second report will be filed November 2014.

Additionally, we have kept division meeting minutes and program meeting minutes to help document the process and decisions made on either assessments or outside constraints/influences.

### **Current Standard Two Goals**

1. Continue to find effective strategies to gather and analyze information on graduates in terms of employment in the field of education.
2. Utilize the Alumni Advisory Committee to a greater extent, instead of the current “as needed” model, to help find additional ways to improve our program.
3. Currently, we are exploring the possibility of requiring a formal recommendation from program faculty prior to students entry into junior level courses. This would enhance the process three fold. It would simulate the career interview process, alert students to the professional reference protocol, and alert the interview team to any concerns regarding this candidate.

## **STANDARD THREE: Field Experiences and Clinical Practice**

*The unit and its school partners design, implement, and evaluate field experiences and clinical practices so that teacher candidates and other school personnel develop and demonstrate the knowledge and skills necessary to help all students learn.*

### **Clinical Experiences**

Throughout the education curriculum, candidates are encouraged to fulfill Guiding Principle #1 “Integration of Theory and Content Knowledge,” in which the integration of knowledge from liberal arts classes and professional coursework intertwine. It is through field experiences that our candidates further develop professional skills as well as put theory to practice. The Field Placement Coordinator is responsible for developing relationships with local schools and placing candidates of all levels into K-12 grade classrooms (See Field Placement Coordinator Responsibilities, 3.1).

Candidates progress through a series of courses designed to enhance development and foster insight into the profession. General education courses provide depth and breadth as candidates’ worldviews develop; professional education courses require students to draw from their general education experiences and content courses as they participate in and reflect upon real world tasks. Driven by our Conceptual Framework, almost every education course at UMM carries with it a field experience that offer opportunities for the pre-service teacher to work with mentor teachers in local schools (See Field Placement tables below). The progression of coursework and field experiences aligns with student development and understanding; it is a carefully sequenced design of encounters with children that culminates in student teaching. As candidates progress, the field experiences become more involved and vary in length and magnitude of responsibility. Based on our Guiding Principles and consistent through our Conceptual Framework, field experiences are central to our course work. The Conceptual Framework ensures that essential concepts are included within each course (See MCCT Standards Per Course Matrix, 3.2 and Field Placements Per Course below). At exit interviews, our graduating teachers have cited their field experiences as essential elements of their learning ( See\_Excerpts of Student Program Evaluations, 3.3).

The Field Placement Matrix summarizes the requirements for number of hours of fieldwork and the responsibilities for each elementary, secondary education, and special education course. They are also discussed individually below (or See Field Placement Matrix 3.4).

### **Diversity in Clinical Practice**

Learning how to meet the needs of all students is infused into our courses, from the foundations in education course through the student teaching seminars. Students in both education degree programs are required to complete SED 310: Dimensions of Exceptionality in the Classroom, SED 365: Differentiated Instructional Strategies, and EDU 217: Working with Culturally Diverse Students. These courses develop student awareness of the range of issues a teacher faces in today's diverse schools and classrooms and promotes development of skills necessary for appropriate intervention, response, and differentiation. Washington County's schools reflect the state average in that the special education population is comparable to that of the rest of the State of Maine. Our clinical experiences expose and provide opportunities for candidates to work with students who have exceptional needs, including at-risk students, and students with disabilities (See Individual Syllabi, 3.5).

Although only a small percentage of Maine's population is comprised of individuals from diverse ethnic and racial backgrounds, Washington County is home to two Passamaquoddy Tribal Reservations: Indian Township and Pleasant Point. Native American students attend UMM, and many PK-12 schools in Washington County where our candidates are placed in practicum experiences. We have had several Native American students graduate from the education program in the last ten years, and two are currently employed as teachers at Beatrice Rafferty Elementary school in Pleasant Point.

One local semi-private high school is located in Washington County, and it recruits many international students. UMM's Secondary Education students are systematically placed into practicum and student teaching placements in this school; here, they have the opportunity to work with and get to know students from widely varying ethnic and racial backgrounds, as well as students who speak English as a second language. Socioeconomic strata in Washington County vary tremendously and our local schools reflect similar diversity in this regard. Washington County has the highest level of people living below poverty level in the State of Maine. Accordingly, our candidates gain exposure to the challenges of rural schools, and they

develop an awareness and sensitivity for rural student needs and the realities of student life outside of the school day.

Additionally, in the summer faculty and summer students have the opportunity to work at the Blueberry Harvest School in Harrington, Maine. This is a summer school for 3-13 year old migrant children through Mano en Mano and the Maine Department of Education Migrant Education Program. This past summer, a faculty member was the Director of Teaching & Learning at the school, and he has been able to transfer those experiences to coursework at UMM (See Blueberry Harvest School information, 3.6 and BHS Program Evaluation, 3.7).

A detailed spreadsheet is maintained each semester to track field placements. The Field Placement Coordinator uses this information to make decisions about appropriate placements, to consider the needs of the student, and availability of resources. It is also used by program faculty as a historical document to assess the diversity of placements, as well as to ensure no single school is over-utilized (See Field Placement Spreadsheet, 3.8).

### **Field Experience Placement Criteria**

UMM's Field Placement Coordinator facilitates student practicum and student teacher placement. Candidates in courses with practicums submit a Request for Field Placement Form, listing personal demographic and background information, as well as their preference for grade level, content area, and geographic area (See Request for Field Placement, 3.9 and Student Teaching Handbook, 3.10). Based on the request and the student's previous field placements (if relevant), the Field Placement Coordinator, in partnership with local administrators, determines the most appropriate school and grade level to place each student. The placement form is emailed to local principals, citing the course name and a brief description of the practicum requirements, a rubric for the cooperating teacher, name of the student, content area and/or grade level (See Sample of Placement Form, 3.11). The Field Placement Coordinator and school principal collaborate to determine the most appropriate mentor teacher for the candidate. Candidates and mentor teachers receive written notification of their placements; mentor teachers receive a detailed explanation of the practicum requirements for the student's specific course, evaluation rubric, and a copy of the student's Request for Field Experience (See Example of Letters to Cooperating Teacher, 3.12).

### Cooperating Teacher Qualifications

Cooperating teachers are the practitioners in local K-12 grade schools who are partnered with our candidates in practicum experiences. If there are issues with a candidate in the school classroom, the cooperating teacher will contact our Field Placement Coordinator by telephone or e-mail; the Field Placement Coordinator, in turn, relates this information to the instructor of the course associated with the student's practicum. Typically, students are responsible and actively engaged in their learning process; it is a rare event when a cooperating teacher must reach out to the Field Placement Coordinator to report a problem. Students are evaluated by the cooperating teacher based on UMM criteria and are provided with an evaluation rubric. This evaluation is considered heavily in the course grade average, from 10 to 20% of the students' grade (See Syllabi with Field Placements 3.13).

### Field Placements by Course

Below, Table 1 summarizes the requirements for number of hours of fieldwork and the responsibilities for each Elementary Education course; Table 2 summarizes the hours of fieldwork for each Secondary Education course. Table 3 summarizes the information of three elective courses available to students in both programs. After the tables, more detail will be given to each course.

**Table 1. Field Requirements for Elementary Education Coursework**

Course Name	Hours	Requirements
EDU 112: School and Community	8	Field day, reflective journal, and teacher evaluation
EDU 217: Working with Culturally Diverse Students	20	Observation journal, planning, and teacher evaluation
EDU 220: Elementary Social Studies Methods	20	Observation journal, unit plan, lesson planning, teach minimum of two lessons, and teacher evaluation
SED 365: Differentiated Instructional Strategies	12	Observations, differentiated instruction planning, reflective journal, and teacher evaluation
<b>Internship I</b>	40	Classroom Management plan, lesson planning, teach 3-5 lessons,

		reflective journal, and teacher evaluation
EDU 337: Classroom Management		
EDU 332: Science Education Methods		
EDU 334: Integrated Reading and Language Arts Methods I (K-4 <sup>th</sup> )		
<b>Internship II</b>	40	Behavior Management plan, lesson planning, teach 3-5 lessons, reflective journal, and teacher evaluation
EDU 338: Behavior Management		
EDU 344: Mathematics in the Elementary School		
EDU 349: Integrated Reading and Language Arts Methods II (5-8 <sup>th</sup> )		
Total Prior to Student Teaching	140	
EDU 490: Student Teaching	600	Two full weeks of all responsibilities, reflective journal, ePortfolio to meet MCCTS, and teacher evaluation
Total	740	

**Table 2. Field Requirements for Secondary Education Coursework**

Course Name	Hours	Requirements
EDU 112: School and Community	8	6 three hour visits, journal, reflection and teacher evaluation
EDU 217: Working with Culturally Diverse Students	20	Observation journal, planning, and teacher evaluation
SED 365: Differentiated Instructional Strategies	12	Differentiated instruction, planning, teaching, reflective journal, and teacher evaluation
<b>Internship I</b>	40	Classroom Management plan, content area lesson planning, teach 3-5 lessons, reflective journal, and teacher evaluation
EDU 337: Classroom Management		
EDU 321: Secondary Methods of Teaching I		



<b>Internship II</b>	40	Behavior Management plan, literacy lesson planning, teach 3-5 lessons, reflective journal, and teacher evaluation
EDU 338: Behavior Management		
EDU 328: Secondary Methods of Teaching II		
<b>Total Prior to Student Teaching</b>	<b>120</b>	
EDU 490: Student Teaching	600	Two full weeks of all responsibilities, reflective journal, ePortfolio to meet MCCTS, and teacher evaluation
<b>Total Hours</b>	<b>720</b>	

**Table 3. Field Requirements for Elective Education Coursework**

<b>Course</b>	<b>Hours</b>	<b>Requirements</b>
EDU 210: Educational Psychology	12	Observation, 2 papers, action research, descriptive research
EDU 301: Teaching and Learning	10-30	Observation, planning, teaching & reflective journal
EDU 328: Environmental Literacy	20	Planning, teaching outdoor science unit, & reflective journal

### **Field Placements by Course:**

#### ***EDU 112: School and Community***

In this foundational course, students are introduced to the historical, philosophical, and political perspectives and underpinnings of the American public school system. Students also receive training in legal and ethical issues. During the latter part of the semester, students are required to spend an entire school day with a public school teacher to observe and record their insights. The depth of their involvement in the classroom with students is negotiated between the UMM student and cooperating classroom teacher, based on the comfort level of both parties. In EDU 112, students often determine whether education is an appropriate field of study for them to pursue. Evaluation of student performance in the field setting is rated by the mentor teacher in the field and based specific criteria as appropriate to the course. Students are informed of this process prior to the start of the field experience (See EDU 112 Placement Reflection, 3.14).

### ***EDU 210: Educational Psychology***

In EDU 210, students are introduced to learner development and differences. The practicum is composed of six-two hour classroom visits. Based on their first visit, the students are required to develop a possible intervention for a struggling student. Latter field sessions are devoted to working one-on-one with a struggling student. Students reflect on this experience in their journals (See EDU 210 Rubric, 3.15).

### ***EDU 217: Working with Culturally Diverse Students***

In EDU 217, candidates explores the historical, philosophical, and cultural foundations of education for a culturally diverse society. Students will use multiple frames of reference to examine: the impact of race/ethnicity, class, gender, and sexual orientation on the lives of students in America; the relationship of society and schools; and the responsibilities of schools and school personnel for promoting inclusivity. This course focuses on the social construction of privilege, examine the concept of “public” education, and explore how schools can recognize and respond to issues of diversity. It has a 20-hour field placement that allows candidates to explore the concepts of diversity in a K-12 public school classroom (See EDU 217 Rubric, 3.16).

In Summer 2015, we plan on offering a summer section of this course during the Maine Migrant Education’s Blueberry Harvest School. This would provide candidates with summer programming field experiences working with diverse students.

### ***EDU 220: Elementary Social Studies Methods***

Elementary Social Studies Methods is the gatekeeper for our professional methods courses. In this course, students are formally taught how to create an integrated content area unit plan comprised of at least 6-10 individual lesson plans. Students maintain an observation journal based on classroom observations and planning/teaching experiences. Following a period of observation experience, students will develop a minimum of two lessons that complement the unit presently being taught in the classroom and deliver the lesson in a whole class setting (See EDU 220 Rubric, 3.17).

### ***EDU 328: Environmental Literacy***

This course is required for Elementary Education students in the Environmental Literacy concentration, or for other students who wish to take it as an elective. The goal of this course is

to provide students with strategies to teach others how to become environmentally literate citizens. Environmental Literacy helps students act successfully in their daily lives with a broad understanding of how people and societies relate to each other and to natural systems, and how they might do so sustainably. It also strives to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of humans to the natural world. A requirement of this course is to design and teach a Unit that focuses on outdoor learning and must include either a school's nature trail, campus, or local park/trail (See EDU 328 Rubric, 3.18).

### ***EDU 301: Teaching and Learning***

This is an optional, self-designed, supervised practicum experience involving any of the following: tutoring; assisting a classroom teacher; and planning, implementing, and evaluating lessons in educational settings beyond the university classroom. The student, supervisor, and field practitioner for each experience develop individual contracts. This course may be repeated multiple times (See EDU 301 Contract Samples, 3.19).

### ***SED 365 Differentiated Instructional Strategies***

This required course was designed to provide K – 12 candidates with the knowledge and skills to create and teach lessons that are varied to meet the individual learning needs of all students. Pre-service teachers implement teaching strategies designed to create multiple paths so that students with varying abilities, interest, and learning needs experience appropriate ways to use, develop, and apply concepts as part of the learning process. Pre-service teachers will learn how to differentiate instruction by varying content, process, and/or product in their units and lessons to meet the needs of all learners. A 20-hour field experience is required and allows candidates the opportunity to practice techniques and strategies from this course (See SED 365 Rubric, 3.20).

### ***Internship I and II***

Since 2010, we have implemented a two-part, junior year Internships. While candidates are taking two semesters of methods courses, they are also required enroll in a Classroom Management course each semester. The internship is made up of those methods courses combined with the behavior/classroom management courses, and a 40-hour field placement each

semester. For elementary students, they have two method courses (Reading I and Science methods) in K-3 grade placements that coincide with the first reading method course. Then in the second internship (Reading II and Mathematics methods), they are placed in a 4-8 grade placement for the second reading methods course. Secondary students have a content methods course in the fall and then in the spring they have a methods course that focuses on reading across the content.

Originally, we had planned for the classroom/behavior management course instructors to visit interns at their field placements at least once per semester as students engage in teaching small groups or the whole class. However, due to budget and staffing constraints this was only able to happen for the first two semesters (See Internship I & II Rubrics, 3.21).

### **EDU/SED 490: Student Teaching**

Student Teaching, EDU 490, is our capstone course. Candidates are required to complete a 15-week, mentored teaching experience. The specific model for this experience is negotiated between the student, the cooperating teacher, and the university supervisor, who together construct an individual progress plan. Students must teach a unit in a chosen content area and eventually assume all the classroom and school-wide duties of a teacher for two entire weeks. During student teaching, our candidates also meet with university supervisors during bi-weekly seminars to discuss their classroom experiences, joys and concerns, simulation of interview process by area principals, and guidance in ePortfolio construction. More information on the specifics will be discussed below.

### ***Praxis Requirements***

Beginning in the fall of 2009, all students are required to pass the three required Praxis I subtests - reading, writing, and mathematics – before they can enroll in professional education courses. Students must pass the Praxis II Content Area test prior to student teaching. Students are informed of this requirement early on in the program and are reminded through out (See Student Notification, 3.22 and Praxis Information Sheet, 3.23). To help support students in passing these exams, there are three systems in place. One is the optional Praxis Prep Courses (EDU 103: Preparing for Praxis I Reading, EDU 104: Preparing for Praxis I Writing, and EDU: 107 Preparing for Praxis I Math), which is designed to help primarily non-traditional aged students

prepare for the three parts of Praxis I. The second is study sessions organized by the Student Education Associate of Maine (SEAM), which are held several times each semester. And the third is referrals to tutors in UMM's Student Support Center (the most common being Math and specific content areas for Praxis II), where students can meet one-on-one for additional support (See Study Center Tutoring Schedule, 3.24).

### ***Admission to Student Teaching***

Candidates must formally apply for a placement in EDU 490: Student Teaching. The process goal is to simulate, as closely as possible, the actual hiring process. The application requires students to summarize their pertinent demographic information, professional goals, and submit several writing assignments. In addition to the successful passage of Praxis I and II, candidates must have an overall grade point average, concentration grade point average, pass a criminal background check, and have an advanced professional educational course grade point of 2.5 to be eligible.

Candidates must submit their complete applications to student teach to our Field Placement Coordinator in April or November; prior to the semester when they desire to student teach. As mentioned earlier, documentation of a successful outcome for Praxis I and II testing as well as fingerprinting for a criminal background check must be submitted with the application to student teaches (See Student Teaching Application, 3.25). The three personal narratives they also must submit are their teaching and learning philosophy, a summary of their goals for their students while they student teach, and their own personal goals for the experience. Additionally, they are asked to list their practicum experiences or any other pertinent field placements.

Once the Field Placement Coordinator has insured that the applicants have met all academic requirements, the applications are presented to education faculty for consideration of acceptance and suggestions for cooperating teacher placement. Students may seek placement in a particular school or with a certain teacher. However, former practicum experience, attendance at the school, and candidate children's enrollment in the school are taken into consideration. Finally, the school itself may or may not be able to participate for a myriad of reasons.

After the Field Placement Coordinator has made arrangements for a possible placement, the application and supporting materials are forwarded to the proposed principal and cooperating teacher. It is the student's responsibility to contact the school principal to arrange for an

interview. After the interview, both the principal and the student separately contact the Field Placement Coordinator to confirm or deny the placement. Students are notified of their successful candidacy by mail (See Sample Student Applications, 3.26).

### ***Student Teaching Orientation***

An orientation for student teaching is held prior to the start of the public school, usually in August for Fall semesters and then in December for spring semesters. At this orientation, a series of workshops and information sessions are conducted with the student teachers. It involves, but is not limited to, the responsibilities of student teachers, cooperating teachers, and university supervisors; FERPA refresher; how student teaching is evaluated; and information on the seminars (see Student Teaching Orientation Agenda, 3.27 and Student Teaching Orientation Keynote PDF, 3.28). Also, former student teachers meet with the new student teachers to answer questions and provide guidance. Cooperating teachers are also invited to attend and meet with their student teachers and discuss expectations.

### ***University Supervisors and Supervision***

The Education Program places great emphasis upon our capstone course, EDU 490: Student Teaching. Therefore, we strive to ensure that full-time faculty members supervise our student teachers. We are in constant contact with our student teachers in the form of informal daily conversations and formal weekly meetings (See Clinical Faculty Curriculum Vitae, 3.29).

During the Student Teaching Orientation, candidates meet with their university supervisor and they are told what to expect, what is expected of them, and general information about the experience. Comments and concerns of UMM candidates, school administrators and/or cooperating teachers are shared and discussed openly with them. Candidates are made well aware of FERPA laws and are not allowed to use school, teacher, or student names during class discussions or in their reflective journals. They also receive mandated reporter training (see Mandated Reporter Materials, 3.30 and FERPA Materials, 3.31).

Cooperating teachers, school principals, and university supervisors closely monitor student teachers during their experience. Classroom observations are followed by conferences between student and university supervisor. During these conferences, the needs of the student teacher are emphasized and goals are set for the upcoming weeks. The university supervisor

provides a written summary of the observation feedback and goals to both the student teacher and the cooperating teacher (See Sample Observation Reports, 3.32).

Communication is the key to a successful placement. Candidates are required to e-mail or call their university supervisor between visits with questions, concerns, and schedule updates. During visits with student teachers, cooperating teachers and university supervisors openly discuss student needs, growth over time, responsibilities, and future needs. The university supervisor is also the liaison between the student and the cooperating teacher (See Responsibilities of cooperating teachers and university supervisors from the Student Teaching Handbook, 3.33).

Bi-weekly seminars are focused on specific topics of interest or perceived need, professional development, and ePortfolio development allow for a free flow of discussion amongst the student teacher cohort. Student teachers are encouraged to contact each other for support and ideas during the experience (see Student Teaching Seminar Syllabus, 3.34).

### ***ePortfolio Defense***

As a culminating activity, students are required to present and defend their student teaching ePortfolio to a committee composed of at least two UMM education faculty members, with potentially the cooperating teacher, other students, and others invited by the student. The main goal of this activity is to demonstrate that the student meets the Maine Common Core Teaching Standards (See Examples of Student Teacher Portfolios, 3.35).

### **Current Standard Three Goals**

1. We would like to develop a system that would allow a supervisor to visit interns in the two internships. Some current possibilities would be either finding an adjunct who could do this, or having a one-credit course release for current faculty.
2. Continue to develop methods in which all students can be placed in schools with diverse populations. For example, expanding into the summer so students can have access to the migrant education program, the Blueberry Harvest School.
3. We hope to continue to explore opportunities to begin a Professional Development School model with area school(s). Several principals have shown interest.

## **STANDARD FOUR: Diversity**

*The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.*

### **The Value of Diversity**

The University of Maine at Machias values diversity within the campus, the local community, and beyond. UMM's Diversity Policy and Vision Statement are clearly stated and posted on the UMM web page (see <http://machias.edu/diversity>, 4.0). The Education Program publishes its own pluralism statement in the UMM catalog as well as on each course syllabus:

It is the philosophy of UMM's Education Program that curricula and courses provide a balanced and thoughtful approach to gender, race, ethnicity, and cultural diversity. Class presentations, discussions, assignments, evaluations, and texts incorporate, when appropriate, diverse histories, traditions, values, and behaviors. These multicultural components reflect local, national, and global human experiences and convey a sense of affirmation and appreciation of similarities and differences among people (p. 45 of 2012-2014 Catalog and in each syllabus).

### **Student Population**

Washington County is one of the most socio-economically challenged counties in New England, with an average income of \$32,624 (compared to \$48,219 for the state of Maine and \$53,046 for the nation). Only 15 percent of the population of Washington County hold a bachelor's degree, in comparison with 23 percent statewide (See <http://quickfacts.census.gov/qfd/states/23/23029.html>, 4.1). Many non-traditional aged students enroll at UMM to prepare for a new career or for their first career after raising a family, so our students' average age is 28. Despite Maine's rather homogeneous demographics, several cultures are represented on our intimate campus. Table 4 summarizes the race and ethnicity of our general students, and Table 5 looks closer at candidates in the Education Program. Females represent 74 percent, while males represent 26 percent of our total population of 810 students. Approximately 80 percent of our students are from the state of Maine, with many specifically from Washington County, and approximately 12 percent of the total population is racial or ethnically diverse (See Fall 2014 Student Profile Report, 4.2).



**Table 4. Racial/Ethnic Diversity at UMM**

Students	
White	571
Nonresident aliens (International)	10
Black, non-Hispanics	26
American Indian or Alaska Native	22
Asian or Pacific Islander	5
Hispanic	24
2+ Race/Ethnicity	10
Total	810

**Table 5. Education Program's Racial/Ethnic**

Students	
White	92
Black, non-Hispanics	4
American Indian or Alaska Native	1
Hispanic	3
Not Specified	4
Total	104

(For a complete list of Education Program students, see Fall 2014 Students Education Spreadsheet, 4.3)

In Washington County, like many other parts of Maine, racial and ethnic diversity is limited and the average age of the general population of residents tends to be toward more advanced stages of life. Nevertheless, several K-12 grade schools in the county do have significantly diverse student populations. 30 percent of students enrolled at Washington Academy in East Machias, four miles from campus, are international students; many of these students are from Asian countries. During the Spring 2013 semester, Education faculty and students participated in an international dinner series at Washington Academy as special guests. This provided an excellent opportunity for UMM candidates to engage in semi-formal social and cultural events, including cuisine and conversation, as well as an opportunity for Washington

Academy students to get to know the local and UMM community (See WA Invitation, 4.4) . The Milbridge Elementary School, approximately 30 miles south, has a significant percentage of Hispanic students associated with migrant workers who have settled in the area. Washington County is also home to the Passamaquoddy Tribe and their two reservations: Motahkomikuk (Indian Township) and Sipayik (Pleasant Point). Maine Indian Education administers K-8 schools located on each reservation, and students who live on the reservations have choice to attend local public high schools, such as Shead High School in Eastport and Woodland High School in Baileyville. UMM Education faculty regularly supervise student teachers, both Native American and non-Native American, in schools on both reservations, as well as Washington Academy and the Milbridge School. Trips to the reservation schools have been incorporated into EDU 338: Behavior Management, a required course for both elementary and secondary programs, but this is being shifted to EDU 217: Working with Culturally Diverse Students.

Most UMM students hail from the immediate area, or from surrounding states in New England. However, a new initiative with China allows Chinese students from Chengdu University complete their last two years of their four-year degree at UMM in UMM's Psychology and Community Studies Program (See Chengdu Documents, 4.5). Students from China began attending UMM this Fall thanks to this articulation agreement, giving our students more opportunities to interact with diverse populations.

### **Campus Programming**

The UMM campus fosters and supports diversity through multiple efforts and initiatives. Faculty, staff, and students are invited to events and trainings that focus on diversity issues or topics related to diverse cultural perspectives. Events are sponsored by campus groups or committees such as Student Life, Diversity Committee, various academic programs, and our human rights and advocacy fraternity, Omicron Delta Phi. This Fall semester, students were invited to multimedia events with facilitated discussions including the films "Which Way Home" (<http://whichwayhome.net/>, 4.6), "La Cosecha" (<http://theharvestfilm.com/>, 4.7), "Trans: The Movie," "The People's Crisis," "Out in the Silence," and "Under the Same Moon." Education Faculty and students have collaborated with local groups, such as Mano en Mano, Washington County Children's Program/United Cerebral Palsy, and Parents, Friends, and Families of Lesbians and Gay (PFLAG) to ensure access and attendance by the broader community.

Oftentimes, individuals with unique experience or background will visit campus and share their perspectives with students. Recently, the Beehive Collective Design, which focuses on the effects of Globalization in Latin America

([http://beehivecollective.org/beehive\\_poster/mesoamerica-resiste/](http://beehivecollective.org/beehive_poster/mesoamerica-resiste/) , 4.8), presented “Mesoamerica Resiste.”

In the fall of 2012, Education faculty facilitated a Native American Heritage luncheon, and Hispanic heritage events have occurred on campus, most recently in collaboration with Mano en Mano. Each semester, UMM’s human rights and advocacy fraternity, Omicron Delta Phi (ODP), provides Safe Zone Training (<http://machias.edu/odp.html>, 4.9) which provides LGBTQ awareness and ally training workshops for students, staff, and faculty. All students on campus, including students in the Education Program, are encouraged to attend these types of events, and Education faculty began working with the ODP fraternity in 2014 in order to make the training available to our students who are enrolled in distance education programs.

For the last six years, during the spring semester, Education faculty and students have assisted in the Rainbow Ball Weekend. The Rainbow Ball is an open and affirming prom event that include dancing, pictures, food, and a variety of workshops. It is an alternative prom for youth who are gay, lesbian, bisexual, or transgendered, as well as their allies. All associated high school and college students, youth groups, and community members, including allied support groups, are invited to attend this community celebration. Education faculty and students primarily (but not limited to) assist in providing anti-bullying workshops for teachers, parents, and LGBTQ students. These workshops represent another opportunity for interaction between our faculty and candidates with teachers in the field, parents and students. (<http://machias.edu/rainbow-ball-weekend-2014.html>, 4.10 and Rainbow Ball 2014 Workshops, 4.11). In the recent past, Education Program faculty have also successfully written mini-grant proposals to help fund different aspects of the Rainbow Ball (see Grant Proposals 4.12).

### **Faculty and Program**

Full-time and adjunct faculty in UMM’s Education Program have varied acculturation and status. Including our adjuncts, we are a faculty of six females and six males, with a variety of ages and geographic regions of origin represented. We hail from the Pacific Northwest, the South, the Midwest, and New England. Our teaching backgrounds vary greatly: from rural schools of Appalachia, to Down East Maine, to urban high schools, and to alternative education programs.

Five have disabilities and one identifies as LGBT, which provides more exposure and experiences for our candidates to diverse populations. We are well grounded in our areas of expertise, including doctoral- and master's-level preparation, multiple years of P-12 teaching experience, and specialist endorsements. We have experienced (and some continue to experience) teaching in K-12 classrooms and are able to speak to the needs of diverse populations. We sit on boards of organizations working for the betterment of those with who are at risk, those who have special needs, and those who are living in poverty. We represent UMM on local school administrative boards, statewide task forces, and advisory councils (See Faculty Curriculum Vitae, 4.13). Each full-time faculty member in the Education Program is a member of the Campus Diversity Committee (see Sample Diversity Committee Minutes, 4.14) and Dr. Heather Ball is the UMM representative to the University of Maine System-wide Diversity Steering Committee. (See Dr. Ball's Curriculum Vitae, 4.15). All of our full-time faculty members donate significant amounts of time to diversity-related volunteerism including the transportation of International students in the local area and beyond, the transport of UMM students to cultural events located outside of Washington County, and attendance at celebratory, advocacy, and educational events that foster a better understanding and a greater degree of acceptance of all individuals. We often recruit students to attend these events, and sometimes their attendance results in future opportunities for internships, service learning, or employment.

Our courses typically emphasize pedagogical foundations for working with at risk students. From the introductory course in the Education Program to the culminating student teacher final ePortfolio, through which students must demonstrate their ability to meet the needs of all learners, our students learn the importance and implications of diversity. Elementary Education Program students are required to take a variety of history and global connection courses to help them to understand the basis for the world's diversity. In accordance with Maine State Statute, Wabanaki history is being infused into our required HTY 301: Maine and Local History course (See Program Curriculum List, 4.16).

Last spring semester, Dr. Heather Ball taught SED 310: Dimensions of Exceptionality on-site at the Wabanaki Culture Center in Calais. The course was comprised entirely of members of the Passamaquoddy Tribe, many of whom are seeking initial licensure as a Native Language teacher. This course was the first step towards formalizing a cohort program to prepare Native

American teachers in Washington County, at the request of Maine Indian Education administrators (See Sample Email Discussion, 4.17 and Program minutes, 4.18). Additionally, Dr. Ball has recently published an article in the *Journal of Maine Education* entitled “Bridging Maine’s Diversity with Technology” which focused on facilitating the needs of diverse students (See “Bridging Maine’s Diversity with Technology,” 4.19) and will be researching how Maine schools are evaluating K-12 English Language Learners who have a suspected disability.

Dr. Daniel Qualls served as the 2014 Director of Teaching and Learning for Mano en Mano’s migrant summer program, the Blueberry Harvest School. This is a three-week long program for children of migrant workers in Washington County for the August blueberry harvest. The student population is largely Hispanic and Native American (See Blueberry Harvest School Evaluation for more information, 4.20). He prepared the curriculum and designed and implemented the week-long professional development for teachers and staff prior to the start of the program (See BHS Professional Development Schedule, 4.21; Blueberry Harvest School Professional Development Evaluation, 4.22). Once the school started, he supervised the teaching staff, provided support in the curriculum, and acted as a stand in teacher or classroom management resource. One UMM pre-service teacher was able to participate as an Education Technician for the duration of the program. The experiences from the summer 2014 program are currently being shared in Dr. Qualls’ EDU 210: Educational Psychology course. Dr. Qualls is currently working with the Director of Mano en Mano to see what other ways UMM can support the program; he will be the 2015 Director of Teaching and Learning; and he is exploring ways for candidates to have summer programming around the Blueberry Harvest School (For more information on Mano en Mano see <http://www.manomaine.org/>, 4.23).

Additionally, Dr. Qualls has worked with Washington County Superintendents Association (WCSA) to discuss strategies for supporting LGBTQ youth in Washington County schools. In Fall 2014, Dr. Peter Roos, a psychologist who is a member of the Down East Gay, Lesbian & Straight Education Network (GLSEN) ( <http://www.glsen.org/>, 4.24), was invited by Dr. Qualls to attend the meeting and discuss current research that supports having student initiated, but administrator supported, GLSEN chapters in high schools. Dr. Roos also included other benefits of supporting LGBTQ youth such as a reduction in overall teen suicide rates (see WCSA Agenda and supporting documents, 4.25).

In the Diversity Committee, the Education Program faculty developed and supported a proposal to UMM's PBAC committee to provide a LGBTQ resource room on campus. This proposal was approved and the 100% Society (see <http://machias.edu/100percent.html>, 4.26) currently staffs and develops this resource for students on campus (see Diversity Proposal, 4.27).

There are several cultural and diversity themed events each semester that are mandatory for education students or for students in a specific class who must attend as part of the course requirement. Some recent examples are:

**EDU 210** students attended a presentation from Rex Schade, a Danish educator from the World Education Association discussing the Scandinavian Folk Schools model. This model is the one used by many social justice and civil rights institutions (such as the Highlander Research and Education Center at <http://highlandercenter.org/>) in the United States as well as Washington County's own Cobscook Community Learning Center's High School program. Currently one UMM student is doing a practicum placement at this alternative school (see <http://www.cclc.me/>, 4.28).

**EDU 217** students explore multiple aspects of cultural diversity as they progress toward a greater understanding of themselves as a cultural being, and the interaction of public schools in the United States and individuals who are culturally diverse. A basic expectation for this course is for students to trace their own social construction through their upbringing, race or ethnicity, socioeconomic status, family structure, and other variables that are common points of distinction amongst students and school staff. Students progress along parallel tracks in this course, as they develop an understanding of themselves as cultural beings, and as they gain an understanding of individuals who are culturally different from themselves. Students are provided with multiple pathways to complete their final course project, one of which is to complete several hours of service learning in the field. In past years, students who have opted for the service learning project have completed their field work at the NAACP, GLSEN, YWCA, and several semi-private schools in Maine with significant international enrollment. Additionally, in Spring 2013, the students

were invited to Washington Academy's International Dinners program to meet with international high school students.

**EDU 220** students attended "The True Cost of Coal," a visual narrative story about mountaintop removal coal mining. This was a presentation from the Beehive Design Collective (<http://beehivecollective.org/en/>) that focused on looking at an issue from a bottom up perspective. It also included ethnographies and regional storytelling as teaching methods (See Beehive Collective Email Discussions, 4.29).

Though our students are able to engage in a rich campus experience, their practical experiences are limited in some aspects of diversity. Within the constraints of our geography and demographics, education faculty endeavor to expose candidates to a range of students. Though many local schools lack racial diversity, practicum experiences are arranged in the reservation schools in the spring semester for those students who reside within commuting distance, as well as elementary and secondary schools that traditionally enroll a substantial number of Hispanic and international students. As schedules allow, Education faculty at UMM collaborate with administrators and teachers to arrange for school visits to Maine Indian Education's reservation schools at Indian Township and Pleasant Point; Milbridge Elementary School and Narraguagus High School (which both have substantial Hispanic populations); the Blueberry Harvest School for migrant children; and Washington Academy, which has a sizable Asian population.

### **Recommendations from 2009 Review Team**

*"The Team encourages the UMM Education Program to continue to partner with schools in the region with diverse populations and to pay heed to the fact that all candidates need to have opportunities to interact with diverse populations of candidates, on and off campus faculty, and children."*

This recommendation has been addressed in several ways.

1. In terms of faculty, UMM offered the tenure-track position of Math Education first to a Dr. Paula Guerra, a candidate from Uruguay. When she declined, our

second choice was with Dr. Sirin Coskun from Turkey, but she also unfortunately also declined the position. We will continue to encourage faculty members from diverse backgrounds to join us here in Machias.

2. All members of the full-time faculty are required to be members of the UMM Diversity Committee. This has helped faculty members be more aware of upcoming campus events that pertain to diversity as well as help support these events.
3. The required Elementary and Secondary Education course, EDU 338: Behavior Management, has taken two trips to Native American schools. This has given our candidates an excellent experience in working with Native American students. This field placement is currently being moved to a recently added required course to our curriculum, EDU 217: Working with Students who are Culturally Diverse.
4. EDU 217: Working with Students who are Culturally Diverse was first developed over two years ago by Dr. Heather Ball. It was designed as a mixed online/on campus a hybrid class with an online section, so that students could draw upon resources and experiences available in other corners & communities of the state. It has been offered as an elective for the the past two years, but this past spring semester, it was included as required course for students in Elementary and Secondary Education Programs.
5. Other partnerships and field placements have been initiated and developed with several local schools and programs (The Blueberry Harvest School for migrant children and the Cobscook Community Learning Center's alternative Secondary School). Additionally, Washington Academy, which has always been a partner school that has a diverse student population, is now interested in developing a Professional Development School Model with UMM.

#### **Current Standard Four Goals**

1. Develop a closer relationship with the Blueberry Harvest School for migrant children, in order to find additional ways that UMM candidates can participate. Summer 2015 we will offer a section of EDU 217: Working with Culturally Diverse Students that will have a required practicum at the Blueberry Harvest School.



2. Continue to develop a teaching certification cohort for Indian Schools.
3. Integrate changes the Special Education Certification Program to include SED 329 Internship: Special Education (1-9 credits) to be taken with one of the SED methods courses. The need for field placements in this program has been identified as a critical need by program faculty and SED certification students.

## **UNIT STANDARD FIVE: Faculty Qualifications, Performance, & Development**

*Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.*

### **Faculty Qualifications**

The Education Program is housed in the Professional Studies Division. Our full-time faculty consists of an Associate Professor of Education with ten years of teacher education experience, an Assistant Professor of Special Education with 12 years of teaching at the college level, and our full-time Lecturer of Education also serves as our Field Placement Coordinator. Each of our full-time faculty members have experience teaching in the public schools at a variety of settings. Our current adjunct faculty members include a veteran science educator, an elementary math teacher, an elementary teacher with a literacy specialization, and an instructional technology and assessment specialist. There are also four adjuncts and one assistant professor from the Psychology & Community Studies Program that all support the Special Education Certification Program and BCS program. The collective years of diverse experience of our full and part-time faculty bring depth to our perspectives and enhance our course offerings. The experiences of the Education Program faculty are contemporary in school settings and they continue to stay current by working with and in public schools (see 2014 Faculty Roster, 5.0 and Faculty Curriculum Vitae, 5.1).

The Education Program Coordinator receives 1/6<sup>th</sup> release time, and the rest he teaches three 3-credit courses and one 1 credit course (or other assigned duties) per semester. Similarly, the Field Placement Coordinator receives a 1/4<sup>th</sup> release time for duties associated with field placements and teaches three 3-credit courses per semester (See Program Coordinator Duties, 5.2 and Field Placement Coordinator Duties 5.3).

All three of our full-time faculty members conduct our clinical supervision either in the fall or spring, or sometimes both semesters. We have developed relationships with administrators and teachers in local area schools through workshops and curriculum assistance that we offer on a regular basis. These informal partnerships tend to help open doors for our students in a variety of experiences. Additionally, the Field Placement Coordinator routinely meets with area principals to help maintain those professional relationships.

With only three full-time faculty, the Education Program has to rely on adjunct faculty to insure that the Education Program courses are available. UMM's adjuncts are chosen for their passion for teaching and their expertise in their fields. Their experiences in the field are practical and their teaching reflects their commitment to best practices in education. Our adjunct instructors have made significant contributions to the richness and diversity of our program. Each master's level instructor has several years of experience in teaching, and engage in professional practice that is consistent with our Conceptual Framework. Very much a part of the faculty, their input is valued and essential to the vitality of UMM's Education Program (See Adjunct Resumes, 5.4).

### **Cooperating Teacher Qualifications**

Principals and the Field Placement Coordinator strive to link our candidates with top veteran teachers who are exemplars in their schools. The teachers who serve as cooperating teachers for our field placements, including student teaching, have two essential requirements. They must be certified by the Maine Department of Education in the area that they are teaching, and the must have at a minimum of three full years teaching experience in the school where the student teacher is to be placed. Our Field Placement Coordinator works with school administrators to assure that these requirements are met (See Student Teaching Handbook, 5.5).

### **Faculty Positions**

As mentioned above, the program faculty consists of three full-time positions and currently four adjuncts (for the 2015-2016 academic year this is planned to drop to one), and four adjuncts that support the Special Education Certification. Over the past five years, our Education Program has experienced many changes while maintain its high standards. Recruiting experienced educators with a terminal degree to serve as assistant professors has been difficult due to both the pay structure within the University of Maine System and the remote location of Washington County. In 2013, the retirement of one of our associate professors has left us unable to bring a literacy specialist with a terminal degree to campus. We had two failed searches trying to replace that tenure track position. Instead, we developed a masters-level lecturer position in conjunction with a veteran literacy specialist to serve as an adjunct. Additionally, we also lost our Assistant Professor of Math Education in spring 2013, and were unable to replace him as

well. A recent hiring of an Assistant Professor of Mathematics will help hopefully fill part of the Math Education position's responsibilities.

We had hoped to develop a position model in which education faculty also taught lower-level content courses as well as developmental courses. For example, the tenure-track position for Math Education taught both education courses as well as math courses. We had hoped to expand this to the Language Arts Education replacement, but the failed searches prevented that from coming to fruition (See Math Position, 5.6, and Language Arts Position Proposals, 5.7).

Currently, the Lecturer of Education/Field Placement Coordinator position held by Garret Lee is a fixed-length, two-year appointment that ends in May 2015. In order to maintain stability in the Field Placement Coordinator aspect (we have had four people in the position in five years), we are currently proposing to make this into a regular lecturer position without a fixed length (see Lecturer of Education Proposal, 5.8).

The Education Program's strategic plan has been maintained throughout these changes. Our Elementary Education Program was revised to meet the growing needs of students; our concentrations were consolidated into Community Engaged Learning (social studies), English and Language Arts, and Environmental Literacy (science). These concentrations rely heavily upon three of our signature programs on campus for content courses.

### **Modeling Best Practices in Teaching**

The Education Program faculty remains current in pedagogy through professional development activities, student teaching supervision, professional reading, and in scholarly endeavors. The faculty also stays current with school climates by being physically present in the schools and working with teachers and administrators. Our faculty are committed to spending time in public schools in a variety of roles.

The repertoire of faculty pedagogy and commitment to our Conceptual Framework as well as best practices are reflected in different aspects of the Education Program. From the very first contact made with prospective students through campus visits, e-mail, or telephone conversations, the Education Program is committed to the development of excellent pre-service teachers. UMM's general core of required Environmental Liberal Arts courses supports our Conceptual Framework as well. The required content courses and the professional courses in the

Education Program fold together to ensure a firm foundation on which our students build the expertise required to succeed in the education profession (See Catalog Excerpts, 5.9).

Our course syllabi are designed to give students a clear understanding of what is expected. Each contains a course description, learning outcomes, course requirements and policies, what Maine's Common Core Teaching Standards will be focused on, our conceptual framework for the program, assessments, and a semester schedule (See Individual Syllabi, 5.10).

Our students are introduced to the Maine's Common Core Curriculum in the first education course, EDU 112: School and Community. As successive courses unfold, digging deeper into pedagogy and curriculum development and evaluation, the Common Core Curriculum standards are put into practice (See Unit Plan Format, 5.11; Lesson Plan Format, 5.12; and Student Teaching Handbook, 5.13). Similarly, the Maine's Common Core Teaching Standards are also introduced early in the sequence of professional courses. These standards are then included in each course with some courses focusing on specific standards (See MCCT Standards Per Course Matrix, 5.14). In upper level methods courses, candidates are required to include how they met certain standards with their lesson plans. This is to help them link artifacts to standard indicators prior to student teaching's ePortfolio (See Sample Lesson Plans, 5.15).

### **Faculty Scholarship**

UMM is an intimate setting with a small teacher to student ratio (1:13) and a specific focus on Environmental Liberal Arts and quality teaching (see UMM Strategic Plan, p. 14, 5.16). Therefore, faculty members typically have a 4/4 teaching load with no contractual time allotted for scholarly endeavors such as research. That being said, tenure track faculty members are still required to pursue scholarly endeavors and service to the broader community. Grants, professional presentations at the state, regional, national levels, and publications are also indicative scholarly activities. A few examples from the last five years follow:

- Dr. Daniel Qualls presented at the national level two social studies presentations for the National Council of the Social Studies. In 2011, he presented "Sustainability and Archeology: An inquiry-based lesson." in Washington, DC, and in 2010 he presented "Napoleon's Facebook Page: Utilizing social networking sites and blogs in social studies." in Denver, Colorado. For a complete listing of his presentations, please see his faculty vitae.

- This year Dr. Heather Ball's article "Bridging Maine's Diversity with Technology" was published in the *Journal of Maine Education*. Also in 2014, she presented "Constructive Controversy or Concurrence-Seeking? How School-Based Teams Engage Conflict in Decision-Making." at the New England Educational Research Organization Annual Conference in Portsmouth, New Hampshire. Additionally, she presented there in 2013 on "Retention and Attrition of Special Education Teachers in Maine: Why stay? Why go?" For a complete listing of her scholarly activities, please see her faculty vitae.
- Garret Lee help design a grant proposal to the National Science Foundation (NSF). NSF has awarded the UMM \$350,000 over three years to advance student success in the sciences and mathematics through an innovative educational program: the Machias Initiative for Science and Technology (MIST). All students will benefit from the curricular and supplemental instruction provided under the program, which will fund innovative teaching practices and a program coordinator to train a cadre of peer supplemental instruction experts and oversee an August bridge program for incoming STEM students. Garret Lee will be the Coordinator for Supplemental Instruction Program in which he will train the Supplemental Instructors and design and hire the permanent coordinator position. For more information on this program, please see his faculty vitae.

### **Service to the University and Broader Community**

UMM Education faculty are actively involved in service to the campus through a variety of activities and leadership roles. Over the past five years, faculty members have been actively involved in a variety of committees and programming for students (See Faculty Service List, 5.17).

Additionally, Education faculty members have developed close relationships with area schools in a variety of settings. Professional development has been on going in several area schools. Activities such as Read Across America Day, *Harvest of Ideas* (Washington County's teacher professional development weekend) Workshops, and numerous requests for assistance bring us into the classroom of our local schools (see Harvest of Ideas at UMM 2012, 5.18). Most recently, Dr. Daniel Qualls developed and presented professional development workshops for the

Blueberry Harvest School for migrant children. (See 2014 BHS Evaluation, 5.19). This was five days of workshops and training for teachers and staff and included cultural awareness training from Dr. Meghan Duff, who is a faculty member in UMM's Psychology & Community Studies Program. Dr. Qualls is also an associate member of the Washington County Superintendent's Association, and participates in the superintendents' monthly meetings (See sample WCSA agenda, 5.20).

In recent years, faculty and students have been increasingly volunteering to help support the local EdGe program (See <http://www.seacoastmission.org/edge.html>, 5.21). Faculty and students in the Environmental Recreations & Tourism Management Program, GIS Certification, and Education Program have been working with this after school program to provide content activities and support for children in grades 4-8 at Rose M. Gaffney Elementary (See Sample EdGe Activity and Email, 5.22). These opportunities provide additional academic experience and contact with local children and schools.

With his duties as the Field Placement Coordinator, Garret Lee has worked closely with Washington County Area principals. Primarily, he works with them to partner cooperating teachers with candidates in all of the Education Program's field experiences. Additionally, Garret Lee has been invited to several meetings with the Downeast Principals' Association to discuss issues with higher education (See Emails from Principal, 5.23).

### **Faculty Performance and Evaluation**

Faculty members self assess on a continuous basis. The need for revision of syllabi or pedagogical approach reflects this self-assessment. Many faculty members ask for informal assessment from their students. For example, this usually takes place during the midterm, (see Student Midterm Course Evaluation, 5.24) and professors then follow-up with a discussion over students' feedback. Analysis of this feedback can be very revealing, potentially warranting a change in pedagogy or assignment, or may raise awareness of students' needs (See Sample of Student Midterm Evaluation, 5.25). At the end of the course, students complete a more formal evaluation that faculty must reflected upon and address in their self assessment for the Peer Review process. The student course evaluations then go into the instructor's personnel file (Course Evaluation Form, 5.26 and Samples of Completed Course Evaluations, 5.27).

The AFUM contract requires that all faculty members assess their own teaching effectiveness prior to the tenure through the Peer Review Process, which occurs frequently during the first four years of employment. The review process is a collaboration between the individual professor, the students, a Peer Committee, the Division Chair, the VPAA, and the university President. Though each division is able to devise their unique procedures, the timeline for submission of portfolio evidence and administrative response is dictated by the contract, as well as the subject protocol, teaching, scholarship, and service (See Description of Education Program Peer Review Procedures, 5.28). This review requires quantitative and qualitative analysis of student evaluations of faculty performance; classroom observations by administrators and peers supplement the student evaluations; and peers and administrators making commendations when appropriate, and may craft support systems or suggestions for improvement in any aspect of teaching, including time management and course objectives. (See Examples of Peer Evaluations, 5.29).

### **Collaboration with Content Faculty**

Since UMM is a small campus, faculty across the three divisions easily and frequently interact with one another. There are many valuable resources on campus in the form of colleagues as well as other programs that benefit both the Education Program faculty and the candidates. Below are three examples of the Education Program faculty collaborating with faculty in the other two divisions:

1. Psychology & Community Studies (PCS) Faculty: For several years, Dr. Qualls and Dr. Ball have both worked closely with faculty in the PCS Program. They have helped develop and present the community workshops that are part Rainbow Ball Weekend (See <http://machias.edu/sixth-annual-rainbow-ball-alternative-prom-to-be-held-april-19-21.html> 5.30 and Rainbow Ball Community Workshops Schedule, 5.31). Additionally, Dr. Ball supports a concentration in the PCS Program, Disabilities in Youth. She attends and participates in the PCS weekly program meetings (See Sample PCS Minutes, 5.32).

2. History Faculty: It is not uncommon for professors at UMM to co-teach courses. The administration supports this by allowing instructors to split course credits. Most recently in Summer 2014, Garret Lee worked with History professor, Dr. Kay Kimball, to develop HTY 353: Cold War America, and then co-taught the course with her (See Kimball Letter, 5.33).



3. Marine Biology Faculty: For the Elementary Education concentration in Environmental Literacy, Dr. Qualls worked closely with UMM Marine Biologist, Dr. Brian Beal, to design both the curriculum for this concentration as well as the signature course (See EDU 328 Proposal and Syllabus, 5.34).

**Current Standard Five Goals:**

1. We will continue to try and recruit faculty with diverse backgrounds in upcoming faculty searches.
2. We are currently trying to secure the Lecturer of Education/Field Placement Coordinator Position as a permanent position instead of having it be a fixed length position.

## **STANDARD SIX: Unit Governance and Resources**

*The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

### **Governance: Organization & Faculty Involvement**

UMM is made up of three divisions that house all of our degree programs; Arts & Letters, Environmental and Biological Sciences, and Professional Studies. The Education Program is part of the Professional Studies Division alongside Business and Entrepreneurial Studies and Environmental Recreation and Tourism Management. Jon Reisman is currently the chairperson for the Professional Studies Division. All faculty are housed under the Vice President of Academic Affairs, and currently that office is held by Dr. Stuart Swain (See Organizational Chart 2014, 6.0).

UMM's current President, Dr. Cynthia Huggins, announced at the beginning of the Fall 2014 semester that she would be retiring in January 2015 (See [http://machias.edu/president\\_huggins\\_announcement.html](http://machias.edu/president_huggins_announcement.html), 6.1). The Chancellor of the UMaine system plans to appoint an interim president this fall. He has stated that he would, "meet with campus leaders and community leaders to talk about what's the right course in the future for the University of Maine at Machias (See <http://bangordailynews.com/2014/08/28/education/university-of-maine-at-machias-president-to-step-down-fourth-leader-in-system-to-leave-in-2014/>, 6.2)." He visited UMM on October 21st and met with faculty, staff, alumni, and students to discuss the process and to illicit feedback on what the campus community would like to see in a president.

The Education Program remains intact for governance purposes and its faculty has full authority to act independently on behalf of the Program. Dr. Daniel Qualls tends to the daily operation of the Education Program and represents UMM in System matters with a 1/6<sup>th</sup> release for his duties; he is also our liaison with the University of Maine System Deans and Directors (See Responsibilities of Education Program Coordinator, 6.3). Dr. Heather Ball is our liaison for special education and diverse populations in local school-level initiatives, and she attends the Teacher Education Alliance of Maine (TEAMe) meetings to discuss statewide teacher

preparation issues and concerns. Dr. Ball also developed and coordinates our Special Education Certification program as well as students enrolled in our Bachelor's of College studies program with a focus on Special Education.

All curriculum revisions and policy changes to enhance the program are brought before the education faculty during program meetings. Meeting schedules fluctuate from semester to semester, depending on faculty members' teaching schedules. Other UMM faculty members, including adjunct instructors, can attend and participate in the continuing development of the Education Program.

Faculty members from outside of the Education Program instruct content area courses that are required for students in the Education Program (for example MAT 114: Exploring mathematics for Teachers and HTY 113 American History for Elementary Teachers), as well as courses in Arts and Letters Division and Division of Environmental and Biological Science. Communication and collaboration with other divisions is ongoing. Our Environmental Liberal Arts courses required for UMM's core, together with our liberal arts and interdisciplinary concentrations, are taught by faculty from all divisions.

### **Budgetary Support**

The Education Program does not have an individual, program budget. Instead, it is within the purview of the Professional Studies Division Chair, Jon Reisman. Line items unique to the Education Program are generally supported. For example, the supervision of student teachers requires a travel budget as well as stipends for cooperating teachers. Our budget also supports other program needs such as advising nights during fall/spring advising where food and beverages are provided for students meeting with faculty advisers after hours. Also, beyond divisional budgetary support, the Vice President of Academic Affairs/Provost also provides additional funding for conferences, professional development for faculty, and other items. For example, this fall he provided an honorarium for an international guest speaker to meet with education students to discuss the Scandinavian Folk School model (See Scandinavian Folk School Facebook event notice, 6.4).

Other funding requests are proposed and discussed at our monthly Professional Studies Division meetings.

## **Faculty Workload**

All full-time faculty members' responsibilities include instruction, scholarship, and service, as described in the faculty Handbook (See Faculty Handbook, 6.5). All faculty members fulfill teaching and advising responsibilities, as well as active participation in campus community service, including sitting on standing and informal committees, advising student groups, maintenance of the Program webpages (See <http://machias.edu/> 6.6 and Education Program Facebook Page, 6.7 ), and compilation of the Program newsletter (See Sample Newsletters, 6.8). Faculty also participate in broader local and state community service, sitting on boards of directors of various non-profit organizations and various state and national committees and organizations, as well as engaging in scholarly pursuits.

All full-time faculty carry a 12-credit load that may include instruction of four three credit courses, or release time for program duties such as program coordination (2 credits) or field placement coordination (3 credits). Administration highly discourages overload assignments, but we tend to put student needs ahead of policy when necessary to maintain continuity in student programs and teach at an overload when absolutely necessary. If a course has low enrollment, or if only one student needs the course to stay on track for graduation, an instructor might have to teach the class as a Directed Study, which does not count as part of their course load, but they are paid a small stipend.

To help maintain consistency in our program, faculty members conduct our clinical supervision. Supervision of six student teachers per semester is equivalent to teaching one three-credit course.

At this point in time we have two full-time faculty members and one masters-level instructor who is also the Field Placement Coordinator. We rely on adjunct instructors to facilitate several courses in special education, and local educators serve as adjuncts in a few key methods courses (early literacy and science). It is our hope that we will at some time be able to search for an additional faculty member with expertise in science and mathematics.

In the last few years, the heavy advising loads have become an issue for program faculty. (See Sample Advising List from Mainestreet, 6.9). Not all of our advisees are current matriculated students who are in the education program. Some are in other programs, some only take one or two classes a year, but all require some level of attention. Faculty have voiced concern several times to administration over these high advising loads (See Meeting with

VPAA Notes, 6.10 and Emails to Assistant VPAA, 6.11), so we are hoping for some additional support, or an innovative strategy to provide advising for this many students.

## **Resources**

### ***Professional Development***

Professional development funds are allotted on a campus wide basis. Requests for funding are submitted through the office of the Vice President of Academic Affairs. In the last five years, no education faculty member has been denied funding for professional development opportunities, so we conclude that more than adequate funds exist for professional development (See <http://machias.edu/profdevelopment.html>, 6.12). Most recently, Dr. Daniel Qualls was able to attend the Community Caring Collaborative 2014 Summer Training Conference presented by Dr. Donna M. Beegle (See [http://combarriers.com/poverty\\_101\\_workshop](http://combarriers.com/poverty_101_workshop), 6.13).

### ***Information Technology***

Our candidates are prepared for entry into an advanced and rapidly changing technological world. Many students arrive at the University with advanced technological skills, though some students still need support to meet the technological demands of Maine's technology initiatives. An elective, EDU 213: Teaching, Learning and Technology helps candidates who are lacking the necessary technology skills, and also provides them with the theoretical underpinnings of instructional technology.

The University of Maine at Machias Information Technology Department (UMMIT) is responsible for supporting the technology needs of students, faculty, and staff. A system-wide reorganization of IT service delivery in 2013 gave the UMS Chief Information Officer authority to manage information technology resources at all seven campuses. Under this new model, UMMIT supplies, acquisitions, salaries, and benefits are funded by UMS Information Technology Services (ITS). A portion of the UMM unified fee (assessed to students at \$65 per semester + \$15 per credit hour) supports technology and is administered by the UMMIT Director (See NEASC 2014 Self Study, Standard 7, 6.14).

Distance education and online courses are supported in multiple ways. Blackboard is the primary learning management system used for online classes, but some faculty use Interactive

Television (ITV), Moodle, or Google Apps. UMM's Distance Education Technician, Linda Schofield, provides local technical support for Blackboard and ITV. UMMIT supports the Moodle server on campus and provides technical assistance for Google Apps.

All campus classrooms have been outfitted with network connectivity, as well as projection and audio capabilities. Dedicated instructor computers were not added to each classroom because of the amount of staff time that would be required to support them. Instead the UMM IT Department implemented a laptop cohort plan in 2008 to provide a laptop computer and AV cables to each faculty member. Instructors bring their laptop to the classroom and connect to the room's AV system. The cohort plan replaces one-third of faculty laptops every year, so that each faculty member receives a new laptop every three years. Software used in public schools (e.g., Keynote & iMovie) are also purchased for these computers in order to help prepare pre-service teachers (See NEASC 2014 Self Study, Standard 8, 6.15).

In 2009, Education Program faculty collaborated with Geographic Information Systems faculty to obtain a grant for the purchase of 12 Macbook Pro computers. Exclusively, candidates use these laptops, and they are especially valuable in the teaching methods courses. Additionally, all students on campus have access to high-speed wireless Internet, smart classrooms, and multiple computer labs (Torrey 106, Torrey 113, and Powers Mac Lab). Additionally, six of the library computers are available for 24-hour usage via a card access-enabled door.

Instructional technology methods and activities are infused into the program requirements. Candidates are exposed to different types of instructional technology and concepts (e.g., math manipulatives, graphic organizers, presentation software, etc.). Candidates are also required to use them as well, for example, all students have experiences such as creating WebQuests, ePortfolios, electronic storybooks, Glogs, etc (See Samples of Pre-service use of Technology, 6.16).

### ***Administrative Support***

UMM faculty from all three divisions shared an administrative assistant. Most recently this was Cheryl Phillips, who had a ¾ time appointment as an Administrative Specialist. She was hired at the start of the Fall 2014 semester (See AA Email Announcement, 6.17), however, she resigned as of October 1<sup>st</sup> (See Mondville Email, 6.18).

### ***Library Resources***

As of Fiscal Year 2014, the Merrill library holds over 73,000 books, media, and microforms in physical formats and subscribes to print periodicals, journals, and newspapers. Additionally, the library has access to more than 100,000 e-books and over 44,000 unique full-text electronic journals via online journal subscriptions and research database subscriptions. UMM faculty, students, and staff have 24/7 access, on or off campus, to these resources via 121 databases through the library webpage. There is also a collection of children's literature maintained by the library (See <http://machias.edu/merrill-library>, 6.19 and NEASC 2014 Self Study, Standard 7, 6.14).

As part of the seven-campus University of Maine System, UMM is able to give its students access to a much larger array of resources through consortial subscriptions to online databases and an interlibrary loan system for books and other print resources. The directors of the URSUS system libraries (seven University of Maine System libraries, the Maine Law and Legislative Library, the Maine State Library and Archives, and Bangor Public Library) meet monthly throughout the academic year to formulate system-wide policy and explore further opportunities for collaboration. The Merrill Library website also provides ready access to MaineCat, a system that covers 100 Maine library collections through 10 online systems, of which URSUS is the largest. The combined collections contain more than 4.6 million unique titles and nearly 8.9 million items in all.

The two professional librarians at UMM hold master's degrees in library science. They are involved in policy and decision making in diverse areas such as public access, cataloging standards, campus search committees, wellness, and technology committees. Recent budget cuts reduced one of the professional librarian positions from a full-time academic-year appointment to a half-time academic-year appointment. The library has one full-time Library Assistant II position, and a part-time Library Assistant I position was created in 2012 to serve as night and weekend manager when classes are in session (See NEASC 2014 Self Study, Standard 7, 6.14).

The Merrill Library provides several key online education databases to the Education Program. Here are brief descriptions of the top three:

#### ***Education Full Text***

Education Full Text, published by H.W. Wilson, provides high-quality indexing and abstracts for an international range of English-language education journals, books, and yearbooks. More than 725 Journals are indexed "cover to cover" going back to 1983. Full

text articles are provided for over 350 journals going back to 1996. *ArticleLinker* connects to additional full-text articles and points to library holdings in print and microform.

### ***ERIC – Education***

The Education Resources Information Center (ERIC) provides a database of journal and non-journal education literature for K-12 teachers, school administrators, education faculty, school psychologists and education students. ERIC is sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education. This database contains more than 1.2 million citations going back to 1966. More than 110,000 full-text non-journal documents (from years 1993-present) are included in the database. The EBSCO version connects to many full-text journal articles through Linked Full Text and Article Linker.

### ***Teacher Reference Center***

Teacher Reference Center is an index of over 260 titles from the most popular teacher and administrator trade journals, periodicals, and books, offered free by EBSCO. This database provides coverage on key education topics such as Assessment, Continuing Education, Current Pedagogical Research, Curriculum Development, Instructional Media, Language Arts, Literacy Standards, Science & Mathematics, and more, for K-12 Teachers & Librarians.

### ***SEAM Library & Torrey 226***

The Machias Chapter of the Student Education Association of Maine maintains a SEAM Library that is usable by all students. It contains an extensive amount of children's literature as well as other teaching resources such as manipulatives and hands-on activity guides (See SEAM Library Photos, 6.20). Similarly, UMM has a classroom on campus dedicated to the Education Program, and it contains working examples of textbooks as well as art supplies and math manipulatives. It also houses the SmartBoard that is used primarily in Elementary Math Methods (See photos of Torrey 226, 6.21).

### **Current Standard Six Goals**

1. We will work with current and new administration to find an equitable strategy for advising a large number of students. The need to develop an innovative advising process is critical.



2. We continuously try to locate ways to secure funding to update Unit classroom technology (e.g., tablets and new interactive SmartBoard).